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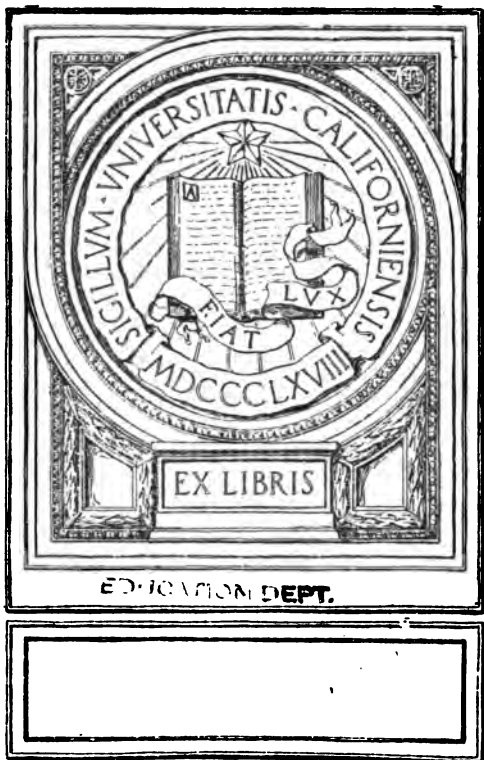


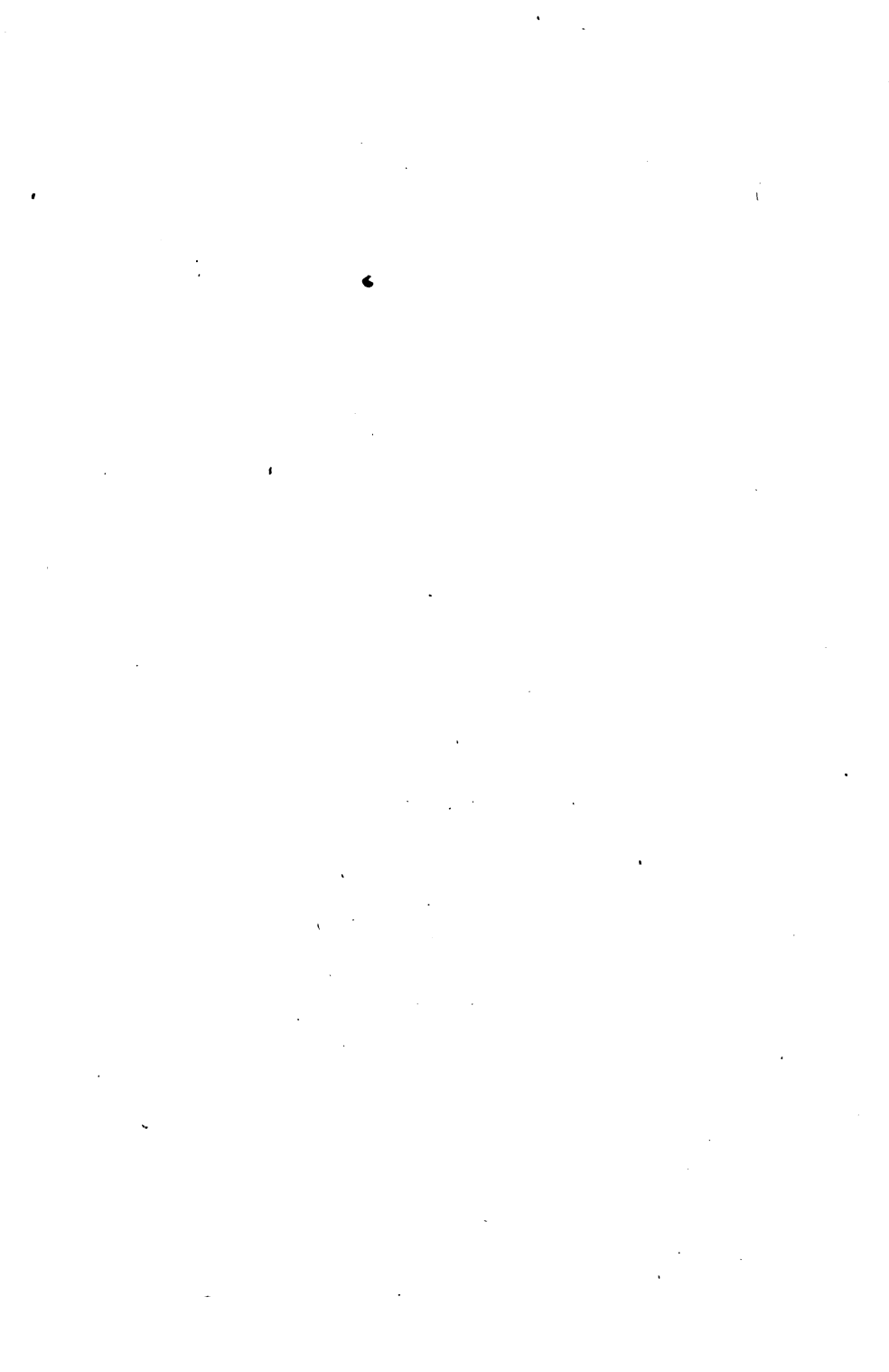
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# LEARN TO SPELL

A HIGH SCHOOL  
AND  
COLLEGE BOOK

PAYNE







# LEARN TO SPELL

A HIGH-SCHOOL  
AND COLLEGE BOOK

*By*  
L. W. PAYNE, JR.



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# TO VINU AMBOHUA

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By L. W. PAYNE, JR.

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## THE INTRODUCTION

Superintendents and principals are beginning to realize that spelling must be part of the high-school curriculum. Every teacher knows that many pupils who have finished the course in spelling required in the grammar school and have, as they suppose, put the subject definitely away, are woefully deficient in spelling when they take up their work in the high school. This deficiency is revealed in written work when the pupil is unconscious that his ability to spell is under test. When these pupils finish the high-school course with only the desultory and inadequate methods of training in spelling usually in practice there, they enter college or take up everyday business and social life with little ability to spell correctly.

Since every person who pretends to be moderately well educated should be able to spell his native language with a fair degree of accuracy and consistency, it is evident that spelling must be continued as a practical study in the high school. The difficulties of English spelling are so great that good results cannot be obtained through incidental instruction in connection with other studies. The solution of the problem is a reestablishment of the daily spelling exercise. In the high school, however, there should be more intense study of word formation, word history, and word analysis, and more scrutiny by each student of the words misspelled by him in his daily written exercises.

*Learn to Spell* has been prepared for use as a textbook for regular class work in the high school, and also as a handbook for the individual use of each high-school pupil. By applying the rules given in it, by recording his own errors on its pages, and by checking up his own working vocabulary day by day, the student may become the conscious master of the intricacies and vagaries of English spelling, whether of words in the average working vocabulary of everyday life or in any special vocabulary of trade or profession.

One of the most troublesome factors in the spelling problem is the repetition of common errors. What so appals us when we contemplate the bad spelling in our schools is not so much the number of words misspelled, as the number of times certain familiar words are repeatedly misspelled. Such words as *led*, *lose*, *their*, *there*, *coming*, *truly*, *across*, *disappear*, *disappoint*, *separate*, *preparation* are misspelled so frequently that the teacher is surprised if one or more of them is not repeatedly misspelled in

the average theme. A method of study which concentrates the pupil's attention on these common errors will, we believe, more than half solve the spelling problem.

But it is not enough to advise a pupil to buy a spelling book, and to study individually to improve his spelling. It is clear to practical and experienced superintendents that to make work in spelling effective, a class spelling book must be adopted, regular periods set apart for recitations in spelling, and certain teachers chosen who are to be responsible for the spelling exercises.

The teachers of English are naturally more directly interested in the spelling problem than any other members of the high-school faculty, and usually are chosen to handle the spelling classes. But the English teachers alone should not be held responsible for the spelling ability of high-school pupils. Unless the superintendent or principal works for the united and cooperative effort of the entire faculty, the spelling problem in the high school will still remain to a great degree unsolved. The teacher of mathematics, the teacher of history, of languages, of sciences, of technical arts, all should be held responsible, both for the special vocabularies in their subjects and for the general vocabulary used by the pupils in all their work.

English spelling is so inconsistent and so illogical that it is extremely difficult to arrange the subject on any systematic or scientific basis. Any rules that may be formulated are so loaded down with exceptions that they practically fall of their own weight. But in spite of this serious difficulty every reasonable effort must be made to give high-school pupils a thorough training in spelling. Moreover, we must deal with the problem of our spelling as it is, and not on the theoretical basis of what it ought to be. We must treat it logically as far as we can, and make it an exercise of the thinking powers by requiring our students to apply such rules as can be formulated now, keeping always in mind the ideal of a gradual reform or simplification of our present system of notation.

L. W. PAYNE, JR.

*Austin, Texas*

*April, 1916*

# LEARN TO SPELL

## PART ONE

### SEVEN MAJOR RULES FOR ENGLISH SPELLING

**Rule I.** In general, when two or more spellings are in use, choose the simpler or more accurately phonetic form.

**Rule II.** Monosyllables and words accented on the final syllable, ending in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel.

**Rule III.** Words ending in silent *e* usually drop the *e* before a suffix beginning with a vowel, but not usually before a suffix beginning with a consonant.

**Rule IV.** Words ending in *y* preceded by a consonant usually change the *y* to *i* before a suffix beginning with a consonant, and before all suffixes beginning with vowels except those in *i*; but words ending in *y* preceded by a vowel do not usually change the *y* to *i*.

**Rule V.** Words spelled with the diphthongs *ei* and *ie* must be carefully distinguished, the rule being that *ei* follows *c*, and *ie* follows *l* and most of the other consonants.

**Rule VI.** Words ending in *-ede* and *-eed*, from the Latin *cedere*, must be carefully distinguished, the words *exceed*, *proceed*, *succeed* being spelled *-eed*, and all others *-ede*.

**Rule VII.** Words that are derived from the Latin and the French frequently retain the forms shown in the original language.

## THE RULES APPLIED AND EXEMPLIFIED

*Rule I. In general, when two or more spellings are in use, choose the simpler or more accurately phonetic form.*

1. In words ending in *-er* or *-re*, like *fiber, fibre; meter, metre; theater, theatre*, etc., prefer the forms in *-er*.

2. In words ending in *-or* or *-our*, like *honor, honour; neighbor, neighbour; parlor, parlour; Savior, Saviour; valor, valour*, etc., prefer the forms in *-or*.

Also in other words spelled *-o-* or *-ou-*, as *mold, mould; molt, moult; smolder, smoulder*, etc., prefer the forms in *-o-*.

3. In words ending in silent *e* where the final *e* does not assist in determining the quantity or quality of the vowel sound in the preceding syllable, as *adz, adze; ax, axe; composit, composite; develop, developpe; envelop, envelope; preterit, preterite; wo, woe*, etc., prefer the forms without the *e*.

4. Similarly in words ending in *-id* or *-ide, -in* or *-ine*, as *anti-toxin, antitoxine; bromid, bromide; glycerin, glycerine; oxid, oxide*, etc., prefer the shorter forms.

5. In words ending in *-g* or *-gue, -m* or *-mme, -t* or *-tte*, as *catalog, catalogue; decalog, decalogue; pedagog, pedagogue; gram, gramme; program, programme; cigaret, cigarette; coquet, coquette; etiquet, etiquette; quartet, quartette; sextet, sextette*, etc., prefer the shorter and simpler forms.

6. In words ending in *-ze* or *-se* which are pronounced with the sonant or *z*-sound of *s*, as *apprize, apprise; catechize, catechise; civilization, civilisation; criticize, criticise; gloze, glose; raze, rase*, etc., prefer the forms in *ze*.

7. In words spelled with *s* or *c* which have the surd or sibilant sound of *s* (as in *hiss*), like *defense, defence; license, licence; practise, practice; pretense, pretence; offense, offence*, etc., prefer the forms in *s*.

8. In words spelled with the simple vowel *e* or the digraphs *æ* and *œ* (now usually printed *æ, œ*), like *esthetic, aesthetic; encyclopeda, encyclopaedia; maneuver, manoeuvre; medieval, mediaeval*, etc., prefer the forms in *e*.

9. In words beginning with *in-* or *en-*, as *inclose, enclose; indorse, endorse; intrench, entrench*, prefer the forms in *in-*.

10. In words spelled with *f* or *ph* (usually from the Greek), like *fantasy*, *phantasy*; *sulfur*, *sulphur*, etc., prefer the forms in *f*.

NOTE.—The advocates of simplified spelling write *f* for *ph* in many additional words of this class, as *alfabet*, *diftheria*, *difthong*, *telefone*, *telegraf*, etc.

11. In words spelled *-aft* or *-aught*, like *draft*, *draught*, prefer the forms in *-aft*.

12. In words spelled *-ow* or *-ough*, like *plow*, *plough*, prefer the forms in *-ow*.

13. Of preterits in *-t* or *-ed*, like *blest*, *blessed*; *drest*, *dressed*; *stopt*, *stopped*, etc., the forms in *-t* are in use, especially among the poets, and may be preferred to the forms in *-ed*, though the latter are in more general use.

14. In words ending in a double consonant or a silent *e* followed by a suffix beginning with a consonant and spelled in two ways, like *acknowledgment*, *acknowledgement*; *dulness*, *dullness*; *fulfilment*, *fulfillment*; *fulness*, *fullness*; *judgment*, *judgement*; *skilful*, *skillful*; *thralldom*, *thralldom*; *woful*, *woeful*, etc., prefer the shorter forms.

15. In many words which have two spellings, like *bans*, *banns*; *bur*, *burr*; *distil*, *distill*; *fulfil*, *fulfill*; *instil*, *instill*; *pur*, *purrr*; *whisky*, *whiskey*, etc., prefer the shorter and simpler forms.

NOTE.—Many writers now prefer the forms *tho*, *thoro*, *thoroly*, *thru*, to *though*, *thorough*, *thoroughly*, *through*. The Simplified Spelling Board has long recognized these forms, but they have not as yet been accepted by the general public. The Simplified Spelling Board also recommends the dropping of silent letters in such words as

*hearken*, *harken*; *heart*, *hart*; *head*, *hed*; *spread*, *spred*; *meant*, *ment*, etc.; *doubt*, *dout*; *debt*, *det*; *debtor*, *detter*; *indebted*, *indetted*, etc.; *crumb*, *crum*; *dumb*, *dum*; *lamb*, *lam*; *limb*, *lim*, etc.; *autumn*, *autum*; *column*, *colum*; *solemn*, *solem*, etc.; *aisle*, *aile*; *island*, *iland*; *isle*, *ile*, etc.; *aimed*, *aimd*; *burned*, *burnd*; *hanged*, *hangd*, etc.; *active*, *activ*; *adjective*, *adjectiv*; *native*, *nativ*, etc.; *examine*, *examin*; *imagine*, *imagin*, etc.; *agile*, *agil*; *fragile*, *fragil*; *sterile*, *steril*, etc.; *have*, *hav*; *give*, *giv*; *live*, *liv*; *are*, *ar*; *gone*, *gon*; *shall*, *shal*; *will*, *wil*, etc.

In words ending in *-ice*, pronounced *-is*, the Board recommends the changing of *ce* to *s*, as in

*artifice, artifice; edifice, edifice; justice, justice; practice, practice, etc.*

But the majority of these changes are as yet accepted only by professed spelling reformers. Those who desire to adopt all the reforms recommended by the Simplified Spelling Board should apply to the Secretary of the Board at 1 Madison Avenue, New York City, for a copy of the full list of suggested changes.

*Rule II. Monosyllables and words accented on the final syllable, ending in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel.*

Thus *red* is a monosyllable and ends with the single consonant *d* preceded by the single vowel *e*; hence before the suffixes *-er*, *-est*, *-ish* the final consonant is doubled, as in *redder, reddest, reddish*.

In *read*, however, the *d* is preceded by the diphthong *ea*; hence before the suffixes *-er*, *-ing* the final consonant is not doubled, as in *reader, reading*; and in words like *fast, talk, tall*, the two consonants would be retained but not doubled, as in *fasting, talked, taller*.

In *begin* the accent is on the final syllable, and the final syllable ends in a single consonant preceded by a single vowel; hence before the suffixes *-er* and *-ing* the *n* is doubled, as in *beginner, beginning*, two very commonly misspelled words.

In *benefit* the accent does not fall on the final syllable, but on the first syllable; hence we spell *benefited, benefiting*, two words which are also very frequently misspelled. In *fitted, fitting*, the *t* is doubled because the monosyllable *fit* meets all the conditions of the rule.

In *deter, occur, prefer, refer*, etc., all the conditions of the rule are met, and we spell *deterred, occurred, preferring, referring*, etc. But in *preference, reference, preferable, referable*, the accent shifts to the first syllable, and hence the final consonant is not doubled. In *deterrent, occurrence*, however, the original accent is retained and hence the *r* is doubled.

In *differ, offer, proffer*, etc., words having the same root syllable as those in the preceding paragraph, the accent falls on the first

syllable; hence we spell *different*, *difference*, *offered*, *offering*, *proffering*, etc., the final *r* being not doubled.

In *interfere* the accent falls on the final syllable, but the word does not end in a consonant; so we have *interfered*, *interfering*, *interference*.

In *chagrin*, from the French, all the conditions of the rule are met, but the final consonant is not doubled in *chagrined*, *chagrining*. Compare with this the English form, *shagreen*, which shows a double vowel preceding the final consonant. Compare also the English form *grin*, an entirely different root, which conforms to the rule in *grinned*, *grinning*.

Similarly the words *excellence*, *excellent*, etc., from *excel*, are exceptions to the rule, but the violation of the rule in this series of words is due largely to the influence of the French and Latin forms, which uniformly show two *l*'s.

Several exceptions to the rule occur in words made up of two distinct or partially repeated elements, as in *flimflammed*, *humbugged*, *wigwagging*, *zigzagged*, etc.

In *combatant*, *combated*, *diagramed*, *kidnaped*, *kidnaper*, etc., the primary accent properly falls on the first syllable, and hence the final consonants should not be doubled. *Kidnaped* is also spelled *kidnapped*, especially in England. Cf. Stevenson's *Kidnapped*.

The word *gas* has only one *s* in the singular, though by analogy with many other words, like *glass*, *mass*, *pass*, etc., it is frequently misspelled with two. The plural *gases* is also an exception to Rule II in that the *s* is not doubled before the suffix *-es*. Compare also *gaseous*, *gasify*; but *gassy*, *gassing*, etc., conform to the rule.

In applying the rule, observe that *x* is in reality a double consonant, being equivalent to *ks*; hence words ending in *x* never double the final consonant, as in *boxes*, *boxing*, etc.

Observe also that *u* following *q* is not a vowel but a consonant, *qu* being equivalent to *kw*; hence in such words as *quiz*, *quit*, the rule applies, and we have *quizzes*, *quizzed*, *quitter*, *quitting*, etc. But in *queer*, *quiet*, etc., two vowels immediately precede the final consonant in the first, and the accent does not fall on the final syllable in the other, and we have *queerest*, *quieting*, etc.

Observe also that *w* (originally double *v* or *vv*) is sometimes a vowel and sometimes a consonant. Final *w* is uniformly a

vowel, and hence would never be doubled in such words as *allowed*, *allowing*, *lowing*, *thawing*.

In derivatives from words ending in *l* and *p*, two spellings are frequently found, as *jeweler*, *jeweller*; *kidnaped*, *kidnapped*; *traveler*, *traveller*; *traveling*, *travelling*; *woolen*, *woollen*; *worshiped*, *worshipped*, etc. In such cases it is better to follow the rule and use the simpler forms consistently.

**Rule III.** *Words ending in a silent "e" usually drop the "e" before a suffix beginning with a vowel, but not usually before a suffix beginning with a consonant.*

Examples showing the omission of the final *e*: *come*, *coming*; *ensue*, *ensuing*; *love*, *loving*, *lovable*; *move*, *moving*, *movable*; *pursue*, *pursuing*; *quibble*, *quibbling*, *quibbler*; *rise*, *rising*; *state*, *stating*; *unmistakably*, etc.

Examples showing the retention of the final *e*: *careless*; *doveline*; *lonely*; *lovely*, *loveless*; *movement*; *pureness*; *stately*, *statement*, etc.

#### EXCEPTIONS:

1. In words from the French ending in soft *-ce* (the sibilant sound of *s*) and soft *-ge* (the sound of *dj*), the final *e* is retained before suffixes beginning with *a*, *o*, *u*, but not before suffixes beginning with *e*, *i*, *y*; as in *changeable*, *manageable*, *noticeable*, *serviceable*, *advantageous*, *courageous*, *outrageous*, etc.; but *changing*, *managing*, *manager*, *noticing*, etc.

NOTE.—The reason for this is that *c* and *g* before the vowels *a*, *o*, *u* usually have the hard sounds of *k* and *g* respectively, as in the words *cat* and *go*, and hence the final *e* is retained to preserve the soft sounds; in suffixes beginning with *e*, *i*, *y*, the soft sounds of *c* and *g* are naturally retained, and hence the final *e* may be dropped.

In words like *singeing* from *singe*, *swingeing* from *swinge*, *tingeing* from *tinge*, *twingeing* from *twinge*, etc., the *e* is retained in order to distinguish these words from *singing* from *sing*, *swinging* from *swing*, etc.

Similarly in words ending in *oe*, like *hoeing*, *shoeing*, *toeing*, the *e* is retained in order to preserve the identity of the words and also in order to indicate the quality of the preceding vowel sounds.

2. The following words drop the silent *e* before a suffix beginning with a consonant: *duly*, *truly*, *wholly*, *argument*, *awful*, *nursling*, *wisdom*, *abridgment*, *acknowledgment*, *judgment*, *lodgment*.

The last four may also be spelled with the *e*, though the simpler forms are preferable.

*Rule IV. Words ending in "y" preceded by a consonant usually change the "y" to "i" before a suffix beginning with a consonant, and before all suffixes beginning with vowels except those in "i"; but words ending in "y" preceded by a vowel do not usually change the "y" to "i."*

Plurals of common nouns: *fancy*, *fancies*; *lily*, *lilies*, etc.

But plurals of proper nouns generally retain the *y* unchanged, as "the three *Marys*"; "the two *Henrys*."

Third person singular of the present and the past tense of verbs: *cry*, *cries*, *cried*; *reply*, *replies*, *replied*; *try*, *tries*, *tried*, etc.

Comparative and superlative forms of adjectives and adverbs: *busy*, *busier*, *busiest*; *early*, *earlier*, *earliest*, etc.

Derivatives in *-age*, *-al*, *-ful*, *-hood*, *-less*, *-ly*, *-ment*, *-ness*, etc.: *carriage*, *marriage*; *burial*, *trial*; *beautiful*, *pitiful*; *hardihood*, *likelihood*; *fanciless*, *pitiless*; *merrily*, *sleepily*; *accompaniment*, *merriment*; *business*, *stinginess*, etc.

Derivatives in *-ing* retain the *y* to prevent two *i*'s coming together, as in *burying*, *marrying*, *trying*, etc.

Words ending in *y* preceded by a vowel do not usually change the *y* to *i*, as in *chimneys*, *delays*, *delayed*, *decoys*, *employs*, *monkeys*, *monkeying*, *says*, etc.

But *laid*, *paid*, *said*, are exceptions. *Stay* shows both forms, *stayed* and *staid*.

In words like *colloquy*, *soliloquy*, the *u* is not really a vowel, but a consonant, the *qu* being equivalent to *kw*. Hence the plurals are *colloquies*, *soliloquies*.

In compound words made up of two substantives, the *y* is usually retained before the second component, as in *babyhood*, *clergyman*, *copyright*, etc.

Before the ending *-ous* many words change the *y* to *e*, as in *beauteous*, *duteous*, *piteous*, etc.

*Rule V. Words spelled with the diphthongs "ei" and "ie" must be carefully distinguished, the rule being that "ei" follows "c," and "ie" follows "l" and most of the other consonants.*

The most common source of error in these words is the confusion of those spelled *-ceive* and *-lieve* and their derivatives. The key word *lice* has been used from time immemorial to indicate that *i* follows *l* and *e* follows *c* in words of this kind. *Glacier* is sometimes noted as an exception, but in reality the *i* and *e* are separate vowel sounds and not a true diphthong in this and similarly formed words, such as *fancier*, *financier*, *species*, etc. The only familiar exception where *e* precedes the *i* after *l* is in *leisure*.

Another well-known mnemonic device to cover a large number of *ei* and *ie* words is the following rime:

"I before e  
Except after c,  
Or when sounded as a,  
As in neighbor and weigh."

Some words which fall under this rule are *besiege*, *bier*, *chief*, *field*, *fiend*, *fierce*, *friend*, *grief*, *pier*, *pierce*, *siege*, *sieve*, *thief*, *tier*, *wield*, *yield*.

But there are many exceptions to this rimed rule, the most familiar of which are *either*, *neither*; *foreign*, *sovereign*; *height*, *sleight*; *heir*, *leisure*, *seize*, *sheik*, *weird*.

*Rule VI. Words in "-ede" and "-eed," from the Latin "cedere," must be carefully distinguished, the words "exceed," "proceed," "succeed" being spelled "-eed," and all others "-ede."*

A good mnemonic device for grouping the three words spelled *-eed* is the following rimed motto:

"If you wish to *succeed* in learning to spell,  
*Proceed* to *exceed* even those who do well."

The verbal derivatives of these three words are spelled *-eed* also; but strangely enough the derivative noun *procedure* has only one *e*. In the nouns *excess*, *process*, *success*, and their derivatives, the

vowel is short, and hence the double vowel of the original is not retained.

Some familiar words in *-ede* are *accede*, *antecede*, *cede*, *concede*, *intercede*, *precede*, *recede*, *retrocede*, *secede*.

Note particularly that *supersede* is from a different root (Latin *super*, above, and *sedere*, to sit), and hence is spelled with an *s* instead of a *c*.

**Rule VII.** *Words that are derived from the Latin and the French frequently retain the forms shown in the original language.*

1. Derivatives in *-able* and *-ible*, *-ant* and *-ent*, *-ance* and *-ence*, from the Latin, usually show the *-a-* forms in words derived from verbs of the first or *-are* conjugation, and the *-i-* and *-e-* forms from verbs of the other three conjugations.

Thus *abundance*, *abundant*, are derived directly from the Latin *abundantia*, *abundans* (*-ntis*), from *abundare*, to overflow; *laudable*, from the Latin *laudabilis*, from *laudare*, to praise, etc.

*Credible* is derived from Latin *credibilis*, from *credere*, to believe; *coherence*, *coherent*, *cohesible*, from Latin *cohaerere*, to stick, etc.; *dependence*, *dependent* from Latin *dependentia*, *dependens* (*-ntis*), from *dependere*, to hang from.

Numerous exceptions to this rule occur, many of them due to the intermediate forms in the French, and many others to the fact that the derivatives are made directly from the English words and not from the original Latin. Most of the derivatives formed directly from English words show the *-a-* forms.

The forms *confidant* (noun masculine) and *confidante* (noun feminine) are taken directly from the French; but the English forms *confident*, *confidence*, conform to the rule, being regularly derived from the Latin *confidens*, *confidentia*, from *confidere*, to confide.

2. Latin prefixes demand careful attention.

Avoid confusion of prefixes which sound alike, as for instance:  
*ac-* (for *ad*, to)    *ante-* (before)    *dis-* (apart)    *per-* (through)  
*ex-* (from, away)    *anti-* (against)    *de-* (from, about)    *pre-* (before)

The following are examples illustrating this warning:

<i>accept</i>	<i>antedate</i>	<i>discover</i> , <i>divide</i>	<i>perform</i> , <i>perhaps</i>
<i>except</i>	<i>antidote</i>	<i>describe</i> , <i>devise</i>	<i>preserve</i> , <i>pretend</i>

Words having prefixes (Latin or English) ending in the same consonant as that with which the stem or primitive begins, usually show double consonants; and frequently the final consonants of Latin prefixes change under the influence of the initial consonant of the stem so as to show a double consonant; as in

<i>accede</i>	(Latin <i>ad</i> + <i>cedere</i> )
<i>accommodate</i>	(Latin <i>ad</i> + <i>commodare</i> )
<i>adduce</i>	(Latin <i>ad</i> + <i>ducere</i> )
<i>collect</i>	(Latin <i>con</i> ( <i>cum</i> ) + <i>legere</i> )
<i>connect</i>	(Latin <i>con</i> ( <i>cum</i> ) + <i>nectere</i> )
<i>dilapidate</i>	(Latin <i>di</i> (s) + <i>lapidare</i> : note that <i>dis</i> sometimes becomes <i>di</i> before stems beginning with <i>b, d, g, j, l, m, n, r, v</i> )
<i>dissatisfy</i>	(Latin <i>dis</i> + <i>satis</i> + <i>facere</i> )
<i>dissect</i>	(Latin <i>dis</i> + <i>secare</i> )
<i>exaggerate</i>	(Latin <i>ex</i> + <i>ad</i> + <i>gerere</i> )
<i>illegal</i>	(Latin <i>in</i> + <i>legalis</i> )
<i>innate</i>	(Latin <i>in</i> + <i>natus</i> )
<i>interrogate</i>	(Latin <i>inter</i> + <i>rogare</i> )
<i>interrupt</i>	(Latin <i>inter</i> + <i>rumpere</i> )
<i>missent</i>	(English <i>mis</i> + <i>sent</i> )
<i>misspell</i>	(English <i>mis</i> + <i>spell</i> )
<i>override</i>	(English <i>over</i> + <i>ride</i> )
<i>succeed</i>	(Latin <i>sub</i> + <i>cedere</i> )
<i>underrate</i>	(English <i>under</i> + <i>rate</i> )

Similarly, words having suffixes (English or Latin) beginning with the same consonant as that with which the stem or primitive ends, usually show a doubled consonant; as in

<i>drunkenness</i>	<i>comically</i>	<i>formally</i>	<i>soulless</i>
<i>thinness</i>	<i>finally</i>	<i>really</i>	<i>tailless</i>

Note that it is rarely advisable to run three identical consonants together. Compare *dull, dully; full, fully*.

On the other hand, Latin stems beginning with a vowel never show a double consonant when a prefix is attached; as

<i>disappear</i>	<i>inundate</i>
<i>disappoint</i>	<i>misapplied</i>
<i>inoculate</i>	<i>misinformed</i>

Note also that Latin prefixes ending in a vowel never show a double consonant immediately following. Occasionally a double vowel will occur in such words as *coordinate*, *reenter*, *coeducational*. These and similar words are sometimes hyphenated or written with a diæresis over the second vowel, as *co-ordinate*, *reënter*; but the simpler form is preferable in most cases.

3. Words like *annually* (Latin *annus*), *belligerent* (Latin *bellum* + *gerens*), *definite* (Latin *de* + *finis*), *dissipate* (Latin *dissipare*), *preparation*, *separate* (Latin *parare*), etc., would rarely be misspelled if the student could recall the original Latin forms.

4. Many words from the French retain the original spelling and pronunciation. The following is a partial list:

<i>attaché</i>	<i>élite</i>	<i>naïve</i>
<i>beau</i> , pl. <i>beaux</i>	<i>encore</i>	<i>née</i>
<i>café</i>	<i>entrée</i>	<i>papier-mâché</i>
<i>clientèle</i>	<i>exposé</i>	<i>questionnaire</i>
<i>confrère</i>	<i>façade</i>	<i>régime</i>
<i>crèche</i>	<i>fête</i>	<i>résumé</i>
<i>débris</i>	<i>habitué</i>	<i>rôle</i>
<i>début</i>	<i>jardinière</i>	<i>soirée</i>
<i>décolleté</i>	<i>littérateur</i>	<i>tête-à-tête</i>
<i>dénouement</i>	<i>matinée</i>	<i>vers de société</i>

## SEVEN MINOR RULES FOR ENGLISH SPELLING

1. In words ending in *c*, insert a *k* before suffixes beginning in *e*, *i*, or *y*, in order to preserve the hard or *k* sound of *c*; as in *bivouac*, *bivouacked*; *colic*, *colicky*; *panic*, *panicky*; *picnic*, *picnickers*, *picnicking*; *traffic*, *trafficked*; but in words where the *c* in the derivatives becomes soft, the *k* is not inserted, as in *music*, *musician*; *physic*, *physician*, *physicist*; *public*, *publicist*, *publicity*.

2. Verbs ending in *ie* usually drop the *e* and change the *i* to *y* before a suffix beginning with *i*, as in *die*, *dying*; *lie*, *lying*; *tie*, *tying*, etc.

3. Words in *-ea-* and *-ee-* should be carefully distinguished. Note the following:

<i>bleach</i>	<i>beach</i> .....	<i>beech</i>	<i>beseech</i>
<i>peach</i>	<i>leak</i> .....	<i>leek</i>	<i>bleed</i>
<i>preach</i>	<i>read</i> .....	<i>reed</i>	<i>breed</i>
<i>squeal</i>	<i>speak</i> .....	<i>speech</i>	<i>seek</i>
<i>weal</i>	<i>steal</i> .....	<i>steel</i>	<i>sleeve</i>

4. Conventional signs, like the hyphen (-); the apostrophe ('); the acute (´), grave (`), and circumflex (^) accents; the tilde (~); the cedilla(,), the diæresis(^), etc., should be carefully preserved in spelling.

The most common errors of this type occur in the use or misuse of the apostrophe and the hyphen. Reference to some good dictionary or work on language should be made by those who are not familiar with the rules for the use of these signs.

5. All words ending in *o* preceded by a vowel, and all musical terms and most other words ending in *o* preceded by a consonant, form their plurals by adding *s*; but the following familiar words add *es*: *buffaloes*, *calicoes*, *cargoes*, *desperadoes*, *dominoes*, *echoes*, *heroes*, *manifestoes*, *mosquitoes*, *motatoes*, *mulattoes*, *negroes*, *noes*, *potatoes*, *tomatoes*, *torpedoes*, *volcano*es.

Some words ending in *o* show two plurals, as *peccadilloes*, *peccadillos*. In such cases the better rule is to adopt the form in *-os*.<sup>1</sup>

6. Some words ending in *f* or *fe* form their plurals and some of their derivatives by changing the *f* to *v*. The most familiar of

<sup>1</sup> Some dictionaries record two plurals for *buffalo*, *calico*, *cargo*, *desperado*, *domino*, *volcano*; but the forms in *-oes* are in more general use. The plural *dominos* is used for masked costume; the game is always spelled *dominoes*.

these are *beef, beeves; calf, calves; elf, elves; half, halves; knife, knives; leaf, leaves; life, lives; loaf, loaves; self, selves; sheaf, sheaves; staff, staves (or staffs); thief, thieves; wife, wives; wharf, wharves (or wharfs); wolf, wolves.*

Compare also *twelve* and *twelfth*, *five* and *fifth*, etc.

7. Note carefully all obscure vowels. Perhaps the most insidious of all spelling errors is the substitution of obscure *i* and *e* for obscure *a*, and *vice versa*. Examples are *classicism* (not *classa-cism*), *separate* (not *seperate*), *furniture* (not *furnature*), *accusative* (not *accusitive*), *extravagant* (not *extravigant*), *sacrifice* (not *sacra-fice*), etc.

Especial care should be taken to discriminate in pronouncing the *-ar*, *-er*, *-or*, *-ir* (*-yr*), *-ur*, and *-eur* endings; as in *grammar*, *cylinder*, *conqueror*, *elixir*, *martyr*, *murmur*, *grandeur*.

### SOME HINTS FOR LEARNERS

1. Look long and closely at the word you wish to learn; then pronounce it correctly and distinctly, giving full and clear enunciation to every syllable.

2. Repeat the letters while looking directly at the printed or written form.

3. Repeat the letters with your eyes closed or turned away from the printed or written form.

4. Write the word five times and compare your copy carefully with the printed form.

5. Write one or two sentences, using the word in several different positions if possible and using as many of its inflected forms as you can.

6. Apply whatever rule you may know that is applicable to the spelling of this particular word.

7. Keep a list of words that you misspell, revising and reviewing this list frequently.

8. Consult a good dictionary and study the etymology of any particular word if this will help you in any way to remember its form.

9. In a series of words on one stem, use the stem, or determine upon a key word, and spell the derivatives accordingly; as in

*repetition* (frequently misspelled *repitition*) the stem *repeat* or the form *petition* will give the key; in *preparation* (frequently misspelled *preperation*) the key word is *prepare*.

10. Do not trust to analogous or homonymous forms, unless you have carefully verified the words considered.

11. In the present state of our spelling it is not always safe to depend upon pronunciation, though the student should strive to pronounce every word fully and correctly. There are more anomalous spellings in English than in any other modern language; hence great care should be taken to memorize the forms showing silent letters or variations in vowel sounds and consonantal combinations.

12. In all oral or written spelling exercises, capitals, accents, and essential symbols, especially in words from a foreign language, should be clearly indicated.

13. Be especially careful to insert apostrophes in their correct positions. Much care and study will be required to attain accuracy and logical conformity in the use of this symbol. Form the possessives of proper names ending in *s* or another sibilant, if monosyllabic, by adding an apostrophe and *s*; if polysyllabic, an apostrophe only. If the name ends in a silent sibilant, add an apostrophe and *s*: *James's*; *Demosthenes's*; *Illinois's*, *Charlevoix's*.

14. Distinguish carefully between consolidated words, hyphenated words, and words written separately. For example, *inasmuch*, *notwithstanding*, *outdoor*, *sometimes*, *something*, etc., are written without a break; *son-in-law*, *out-of-doors* (adjective), *never-to-be-forgotten* (adjective), *good-looking*, etc., are hyphenated; *all right*, *high school* (unless adjectival), *bass viol* are written as separate words; *subject-matter* is usually and preferably hyphenated, though some authorities still write it as two separate words. No one can be dogmatic in forms of this kind, however, for nothing in our language is in a more chaotic and unsettled state than the use or omission of hyphens.

15. Be particularly careful to capitalize adjectives formed from proper nouns, such as *Christian*, *Indian*, *Mexican*, *Latin*, *American*.

16. Whenever you are in doubt about a word, consult the dictionary at once. Do not write the word and plan to revise

it later. One is almost sure to overlook or forget. "Do it now" is the only safe motto in regard to consulting a dictionary.

17. Be sure to spell correctly every word which you consciously add to your working vocabulary. Occasionally it is well to make a conscious effort in your composition work to use new or hard words, or words which you have previously misused or misspelled.

18. Be careful to note the differences between English and American usage, and in general prefer the American where there seem to be both reason and authority for these forms.

19. The study of Latin is a valuable aid in acquiring an accurate command of English spelling. One who has a knowledge of Latin, the source of about one half of our English words, is rarely at a loss as to the spelling of Latin derivatives. One might almost say that the quickest and surest way to acquire confidence and accuracy in English spelling is to learn Latin.

20. Some persons have allowed themselves to be convinced that they can never learn to spell, either because they have no special aptitude for spelling or because they believe they have an inherited weakness which cannot be overcome. This idea should be combated, for any person with average intelligence can learn to spell reasonably well if he determines definitely and positively to do so, and then conscientiously and persistently directs all his powers to the accomplishment of this task.

## A LIST OF WORDS FREQUENTLY MISSPELLED

- abbreviation.** Note the double *b*; pronounce each syllable carefully.
- accidentally.** Two *c*'s and two *l*'s; do not insert an *i* after the *t*.
- accommodate.** Be careful not to omit either of the *c*'s or the *m*'s.
- account.** Note the two *c*'s.
- acquaintance.** Note the *-ance* ending; do not omit the *c* in *ac-*.
- across.** Do not double the *c* by analogy with *account*, etc.
- affect.** Not to be confused with *effect*. *Affect* is used only as a verb; *effect* is both noun and verb.
- all right.** Two separate words; sometimes wrongly written as one word, but more frequently misspelled *alright* by analogy with *alitho*, *altogether*, *always*, etc.
- allusion.** Sometimes wrongly spelled with one *l*, but more frequently confused with *illusion*.
- analogous.** Keep in mind *analogy* and do not put an *a* in place of the first *o*.
- analyze.** Note the *y*. In England *analyse* is widely used. Compare *analysis*, *analytical*.
- annually.** Note the double *n* from Latin *annus*; for the double *l*, compare *finally*.
- apparatus.** Note the two *p*'s and no *e*; not to be used as a plural.
- appearance.** Note the two *p*'s and the *-ance* ending; see Rule VII.
- arrive.** Note the double *r*, and compare *arise*, *around*, etc.
- assassinate.** Double the *s* at both points, and note the *i*. Compare *assassin*, *assassination*.
- athletics.** Do not mispronounce or misspell by inserting a vowel (*a* or *e*) before the *l*; compare also *athlete*.
- balance.** Note the single *l*; compare *ballast*, *balloon*, etc., which have two *l*'s.
- beautiful.** Note the single *l*. Adjectives similarly formed never double the final *l* as in the word *full*. Compare *disdainful*, *hateful*, *useful*, etc. Similarly formed nouns also usually show the single consonant, as in *cupful*, *spoonful*.

NOTE.—A variety of oral and written exercises can be easily devised from this list. (See exercises 29 and 30.) The teacher cannot recur too frequently to it. If these words are thoroly mastered by every student, the percentage of misspelled words in the classwork of the entire school will be materially reduced.

- beginning.** Apply Rule II for doubling the final consonant.
- believe.** Apply Rule V for words in *ei* and *ie*. Compare *belief*.
- benefited, benefiting.** From Latin *bene*, well; hence do not spell *beni-*. Also do not double the final *t*, because the accent falls on the first syllable. See Rule II, and compare *fitted*, *fitting*.
- born.** Do not confuse with *borne*. There is no such form as *borned*.
- Burns's.** The name is *Burns*; hence the possessive case would be *Burns's* or *Burns'*, but never *Burn's*. See Hint 13.
- busy, business.** Be careful not to place an *i* before the *s* or omit the *i* after the *s* in the derivative forms. Apply Rule IV.
- chapel.** Do not confuse with words in *-le*.
- climactic.** Adjective formed from *climax*. Compare *climatic* from *climate*.
- college.** Do not insert a *d*. Compare *knowledge*.
- coming.** Do not retain the final silent *e* before *-ing*. See Rule III. Also do not double the *m*.
- comparative.** Do not spell with an *i* by analogy with *comparison*.
- comparison.** Note the *i*.
- conscientious.** Pronounce every syllable carefully. Compare *conscience*, and note the change of the final *c* to *t* in *-tious*.
- Coverley, Sir Roger de.** Do not spell *Roger* with a *d*, and do not omit the *e* before the *y* in *Coverley*.
- current.** Note the double *r* from Latin *currere*, to run. Compare *currant*, the berry.
- definite.** Do not confuse with words in *-ate*. Compare *finite*.
- De Quincey.** Two separate words, both capitalized; note the *e* before the *y*.
- description.** Do not confuse with words in *dis-*. Compare *describe*.
- despair.** From Latin *de*, from, + *spes*, hope. Not to be confused with words in *dis-*.
- Dickens'.** The correct form is *Dickens'* and not *Dicken's* or *Dickens's*. See Hint 13.
- difference.** Note the double *f* and the *-ence* ending. Do not omit the first *e*. Compare *differ*, *different*.
- disappear.** Note the single *s* and double *p*. Study the prefixes carefully, and see Rule VII.

- disappoint.** Do not double the *s* or omit one of the *p*'s.
- dissipate.** From Latin *dissipare*; hence do not spell with one *s* or with an *a* before the *p*.
- divine.** Do not confuse with words in *de-*. See Rule VII.
- does n't.** Note the position of the *e*, and do not omit the apostrophe. Compare *don't*, *is n't*, *won't*, etc.
- ecstasy.** The older spelling *extasy* is now practically out of use. Note carefully the *-sy*, not *-cy*, ending.
- eligible.** Do not double the *l*. Distinguish between *-ible* and *-able* endings. See Rule VII.
- Eliot, George.** One *l* and one *t*, the simplest possible spelling.
- embarrass.** Two *r*'s and two *s*'s.
- emigration.** Distinguish from *immigration*.
- eminent.** Not to be confused with *imminent*.
- Encyclopaedia Britannica.** One *t* and two *n*'s. Do not double the *t*. Compare *Britain*, *British*, *Britannia*, etc. The common noun is spelled preferably *encyclopedia*, but in reporting the title of a book the original spelling is to be followed.
- enemies.** Do not spell *eni-*. Apply Rule IV.
- etc.** An abbreviation for Latin *et cetera*, "and others"; hence the form *ect.* is absurd, and the combination *and etc.* is ridiculous.
- exaggeration.** Note the double *g* and single *r*. Study the prefixes carefully; see Rule VII.
- exceed.** See *proceed*.
- existence.** Apply Rule VII for *-ence* and *-ance* endings.
- extension.** Do not confuse with words in *-tion*.
- farthest.** Do not insert *-er* before *-est*. Compare also *further*, *furthest*.
- fiery.** Note the word *fire*; in *fiery* the *e* is shifted before the *r*.
- finally.** Two *l*'s in this and similar adverbs formed from adjectives in *-al*. Compare *formally*, *occasionally*, *personally*, etc.
- forceful.** Do not substitute an *i* for the *e*.
- forcible.** Do not substitute *ea* for *i*. Compare also *forcibly*.
- forth.** Do not confuse with *fourth*.
- government.** Do not omit the *r* or the *n*. Compare *govern*, and note also the *-or* ending in *governor*.
- grammar.** Note the double *m*, and do not confuse with words in *-er*. Compare *grammarian*, *grammatical*, *diagrammatical*, etc.

- grandeur.** Do not spell *-uer* by analogy with words in *-er*.
- height.** Note the position of the *h*'s. Do not add a final *h*.
- horrible.** Note the double *r* and the *-ible* ending. Compare *horrid*.
- humor.** Not to be spelled *-er*. Compare also *humorous*.
- hypocrisy.** Note carefully the ending *-isy*. Compare *hypocrit(e)*.
- image.** One *m*; do not confuse with words having the prefix *im-*, like *immortal*, etc. Similarly *imagination*, *imagine*, etc.
- infinite.** Not to be confused with words in *-ate*. Compare *finite*.
- interfering.** The *r* is not doubled before the suffix, but the final *e* is dropped. See Rules II and III. Compare also *interfered*, *interference*.
- its.** The pronoun never takes an apostrophe; *it's* means *it is*.
- laboratory.** Be careful to preserve every syllable. Compare *labor*.
- Latin.** Note the capital *L*.
- led.** One of the commonest of all errors in spelling and one of the worst, because the word is spelled exactly as it is pronounced. The past tense of the verb *lead* is *led*. The noun *lead*, a metal, is pronounced *led* also, and this naturally causes confusion. Also the verb *read* is spelled *r-e-a-d* in the past tense, but is pronounced *red*, and by analogy this also would tend to lead one astray in spelling *led*, the past tense of *lead*. Compare also *misled* from *mislead*.
- library.** Do not insert an *e* before the first *r*, as if pronounced in four syllables; and do not pronounce or spell the word *libery*.
- lightning.** Spell as two syllables, and do not confuse with the word *lightening* (pronounced in three syllables), meaning a becoming light, or a reducing of weight.
- lilies.** There are two *l*'s in *lily*, but not three. Apply Rule IV.
- lose.** This is perhaps the most frequently misspelled word in freshman English. It is almost always confused with *loose*, meaning to set free, untie, etc. If one will distinguish between the sonant or *z*-sound of *s* in *lose*, and the surd or hissing sound of *s* in *loose*, the spelling of the two words will become perfectly simple and easy. Compare also *losing* and *loosing*.
- Macaulay.** Note the three *a*'s and no *e*. Many absurd spellings of this name occur in high-school and college freshman themes, such as *McCauly*, *McAulay*, *Macaulay*, *Maccauly*.

**Macbeth.** Such spellings as *McBeth*, *Mac Beth*, are abominable.  
**maintenance.** Though this comes from *maintain*, be careful not to write it *maintainance*.

**manual.** Not to be confused with words in *-el*.

**meant.** The silent *a* is a snare to the unwary speller.

**mischievous.** Pronounce in three syllables, accenting the first; there is no *i* following the *v*.

**misspell.** Two *s*'s, because composed of *mis-* and *spell*. See Rule VII.

**mountainous.** Do not drop the *i* in the second syllable, or insert one in the third.

**murmur.** The two syllables are exactly alike. Do not confuse with words in *-er*, such as *summer*.

**narrative.** Note the two *r*'s, from Latin *narrare*, to tell. Compare *narration*.

**necessary.** One *c* and two *s*'s.

**negroes.** See the list of words having plurals in *-oes*, p. 18.

**ninety.** Do not omit the *e*. Compare *nine*, *nineteenth*; but *ninth*.

**noticeable.** Do not drop the *e* before the suffix beginning with *a*. See Rule III.

**occasion.** Two *c*'s, but only one *s*. Compare also *occasionally*.

**occurred.** Apply Rule II for doubling final consonants. Compare also *occurring*, *occurrence*.

**o'clock.** Note the apostrophe, and do not capitalize the first *o*.

**off.** Distinguish between the adverb *off* and the preposition *of*.

**opportunity.** From Latin *ob* and *portus*; hence it is wrong to spell the word with an *e* by analogy with words in *per-*.

**optimistic.** From Latin *optimus*, best; hence do not change the first *i* to *a* or *o*. Compare also *optimism*, *optimist*.

**original.** Do not insert an *o* before the *n*. Compare *origin*, *originality*.

**perhaps.** Do not confuse with words in *pre-*.

**permissible.** Apply Rule VII.

**pessimistic.** From Latin *pessimus*, worst; see *optimistic*.

**Philip.** Note the single *l*. *Philippines* also has only one *l*, but the *p* is doubled.

**pilgrim.** Do not confuse with words in *-gram*, like *program*, etc. Compare *pilgrimage*.

- pity.** Do not double the *t* by analogy with *pretty*, *putty*, *jetty*, etc.
- plane.** Not to be confused with *plain*. "We study *plane* geometry; our teacher makes it *plain* to us."
- poison.** Note the *-on*, not *-en*, ending. Compare also *poisonous*.
- possess.** Twice two *s*'s. Compare *possessions*.
- precede.** Compare *recede*, *secede*, *intercede*, etc. See Rule VI.
- preparation.** Note the *a*. Compare *prepare*, *separate*, etc.
- primitive.** Three *i*'s, but no *a*.
- principal.** The adjective form ends in *-al*. Sometimes the noun is omitted, and this adjective in *-al* becomes a noun, as "the *principal* teacher of the high school" becomes "the *principal* of the high school." Do not confuse this word with *principle*.
- principle.** A noun and never used as an adjective. See *principal*.
- privilege.** Two *i*'s and two *e*'s, but no *a* and no *d*.
- probably.** Pronounce in three syllables, and note the two *b*'s.
- proceed.** Compare *exceed* and *succeed*, and see Rule VI for a mnemonic device for grouping these words in *-eed*. *Procedure* has only one *e* in the second syllable.
- professor.** One *f* and two *s*'s, but never two *f*'s and one *s*. The abbreviation *proff* is therefore not only vulgar but absurd.
- pursue.** Not to be confused with words in *per-*. Compare also *pursuit*.
- quizzes.** Apply Rule II for doubling final consonants. Also *quizzed*, *quizzing*. The simple form is *quiz*.
- really.** See *finally*.
- receive.** Apply Rule V for *ei* and *ie* words.
- recommendation.** One *c* and two *m*'s. Study the prefixes closely.
- referred, referring.** Apply Rule II.
- repetition.** Do not substitute an *i* for the second *e*. Compare *repeat*, *petition*, etc.
- representative.** Be careful to spell out each syllable; note the *a* as in *representation*.
- rhythm.** Note particularly the first *h*. Compare *rhythmic*.
- ridiculous.** From Latin *ridiculus* from *ridere*, to laugh; do not confuse with words in *re-*. Compare *ridicule*.
- roll.** Not to be confused with *rôle*. Compare also *roll-call*.
- sacrifice.** Do not substitute an *a* for the first *i*, or an *s* for the second *c*. Compare *sacrament*.

**schedule.** Note the *h*.

**seize.** Note the *e* before the *i*. A difficult word because an exception to Rule V.

**sensitive.** Do not spell with an *a*. Compare *sensibility*.

**separate, separation.** From Latin *se-* and *parare*. Do not substitute an *e* for the first *a*. Compare *prepare*, *preparation*, etc.

**shepherd.** There is no *a* in this word. Compare *sheep* and *herd*, *herdsman*, etc.

**similar.** Do not insert an *i* before the *a* by analogy with *familiar*, *peculiar*, etc.

**smooth.** Do not add an *e* by analogy with *soothe*, *loathe*, etc.

**sophomore.** Three syllables and three *o*'s.

**specimen.** Do not add a *t* by analogy with words in *-ment*.

**speech.** Do not confuse with words in *-ea-*, such as *speak*, *preach*.

**stature.** Not to be confused with *statue* or *statute*. Compare *statuary* and *statutory*.

**studying.** Do not double the *d* or omit the *i* or the *y*.

**summary.** Note the double *m*, from Latin *summa*; do not confuse with words in *-ery*.

**superintendent.** Note every syllable carefully. Apply Rule VII for the *-ent* ending.

**sure.** Do not insert an *h*.

**surprise.** Do not confuse with words in *sup-*, such as *support*, *suppose*.

**temperament.** Be careful to spell out each syllable.

**Thackeray.** Note particularly the *ck* and the *ay*, and do not omit either the *c* or the *a*.

**their, theirs.** Do not put the *i* before the *e*, and do not confuse with *there* and *there's*.

**together.** Do not spell with an *a* by analogy with *gather*, nor with *ea* by analogy with *weather*. Also do not insert a hyphen.

**too.** Do not confuse the adverb *too* with the preposition *to* or the numeral *two*. "The *two* (numeral) men drove *to* (preposition) town *too* (adverb) fast."

**tremendous.** Three syllables; do not insert an *i* or *u* after the *d*, as if pronounced in four syllables. Compare *stupendous*.

**truly.** Do not retain the *e* before the ending *-ly* in this word. This is an exception to Rule III. Compare *duly*.

**undoubtedly.** Distinguish the syllables carefully. Avoid the spurious form *undoubtably*.

**unmistakable.** Do not retain the silent *e* before the suffix *-able*.  
See Rule III. Compare also *unmistakably*.

**until.** This word has only one *l*, while the contraction *till* has two.

**using.** Do not retain the *e* before *-ing*. Apply Rule III.

**vigor.** Do not spell *-er*. Compare *vigorous*, *rigor*, *rigorous*, etc.

**village.** Frequently misspelled with an *i* before the *a*, as if pronounced in three syllables.

**villain.** Frequently misspelled *-ian* by analogy with words like *guardian*; but note that *villain* is pronounced in two syllables, not three. Note also *villainy* or *villany*; *villainous* or *villanous*. The form *villein* is now used only of a serf.

**virtue.** Do not insert an *r* before the *u* by analogy with words like *stature*, *vulture*, etc.

**weird.** Widely misspelled because an exception to Rule V.

**write.** Not to be confused with *rite*, *right*, *wright*. The past tense *wrote* should not be confused with *rote*.

**writer, writing.** Do not double the *t* by analogy with *written*. Note the difference in the vowel sounds. Before the suffixes *-er* and *-ing* the final *e* in *write* is dropped according to Rule III; but in *written* the *t* is doubled to indicate the short vowel as contrasted with the long vowel in *write*.

## A PRACTISE LIST

### FIFTY OF THE WORST OFFENDERS

accommodate	dissatisfied	manual	principle	similar
all right	exaggerate	noticeable	professor	speech
balance	finally	occasion	quizzes	sure
beginning	forcible	occurred	really	theirs
believe	grammar	off	received	too
benefited	hypocrisy	opportunity	repetition	truly
business	its	original	rhythm	until
definite	laboratory	plane	seized	village
difference	led	preparation	sensitive	villain
disappointed	lose	principal	separate	weird

## PRACTISE EXERCISES ILLUSTRATING RULES FOR SPELLING

### 1. WRITTEN WORK

Study Rule I, p. 8. Write two spellings for the following words; underscore the form which you prefer, and indicate the reason for your choice:

acknowledgment	counselor	fulfil	oxid
adz	criticize	gelatin	paraffin
anapestic	decalog	glycerin	picaninny
antitoxin	defense	honor	plow
apprize	diarrhea	hypocrit	practise
ax	disk	hypotenuse	preterit
blest	distil	judgment	raveled
bromid	draft	license	riveted
calisthenics	dropt	liquorice	savior
cancelation	dulness	maneuver	theater
catalog	enrolment	marvelous	traveler
chaperon	envelop	medieval	traveling
cigaret	esthetic	meter	wagon
civilization	etiquet	millionaire	whisky
coquet	fantasy	neighbor	woolen
councilor	fantom	oneself	worshiped

### 2. WRITTEN WORK

Study Rule I, p. 8. Make a list of twenty additional words with two accepted spellings, underscoring the form to be preferred in each case.

### 3. ORAL WORK

Study Rule II, p. 10. Spell the past tense in *-ed*, and the present participle in *-ing* for the following words:

abhor	combat	detach	forfeit
abut	commit	diagram	grin
acquit	compel	differ	handicap
allow	conceal	dispel	impel
benefit	concur	enter	infer
boot	control	equip	intermit
brag	defer	excel	kidnap
cancel	desert	follow	limit

marvel	prefer	refit	rivet
offer	proffer	regret	simper
panel	profit	reject	submit
pencil	quiet	relax	transfer
perform	quit	remit	travel
permit	quiz	retract	worship

#### 4. ORAL OR WRITTEN WORK

Study Rule II, p. 10, and consult the general list, pp. 106-141. Form nouns in *-er*, *-or*, or *-ar*, from the following stems, explaining the reason for the correct or preferred spelling in each case:

abhor	desert	profess	swim
abstain	eject	propel	transmit
beg	hum	retain	travel
begin	invent	rob	visit
bisect	job	shop	win
conquer	kidnap	shred	worship
control	perform	stop	wrap

#### 5. WRITTEN WORK

Study Rule II, p. 10. Explain why the root words of the following derivatives do or do not double the final consonants, and underscore words which are in any way exceptions to Rule II:

acquittal	forgotten	rebellious
braggart	gaseous	rebuttal
chagrined	gases	regrettable
choppy	gassy	repellent
concurrence	goddess	riddance
concurrent	humbugged	robbery
conference	intermittent	shrubbery
deference	manned	soften
deterrent	marvelous	sunny
difference	metallic	sweeten
druggist	occurrence	tranquillity
excellence	planned	transferable
excellent	preference	unforgettable
flimflammed	propellant ( <i>n.</i> )	wigwagging
forbidden	propellent ( <i>adj.</i> )	zigzagged

## 6. WRITTEN WORK

Study Rule II, p. 10. From the following adjectives write out the comparative degree in *-er*, and the superlative in *-est*, explaining the reason for the doubled or single final consonant in each case:

awful	hard	quiet	steep
big	hot	red	still
cold	lax	sad	straight
cool	loud	small	sweet
deep	mad	soft	warm
glad	queer	sour	weak

## 7. ORAL WORK

Study Rule III, p. 12. Spell the present participle in *-ing* for the following words, explaining why the final *e* is or is not dropped in each case:

advise	face	notice	shoe
arise	freeze	pursue	smile
arrange	hoe	quibble	state
believe	hope	race	strive
change	interfere	rise	tinge
come	loose	save	toe
dine	lose	serve	twinge
ensue	move	shine	use

## 8. ORAL WORK

Study Rule III, p. 12. Explain why the final *e* is or is not dropped in the following derivatives:

abridgment	inflatable	salable
acknowledgment	interference	sensible
advantageous	judgment	stately
arrangement	likable	statement
careless	lovable	stony
changeable	manageable	traceable
courageous	marriageable	truly
doveline	movable	unmistakably
duly	noticeable	wholly
imaginable	peaceable	wisdom

## 9. ORAL WORK

Study Rule IV, p. 13. Spell the plurals of the following nouns, stating why the *y* is or is not changed to *i* in each case:

abbey	covey	galley	monkey
alley	cry	Henry	parley
ally	decoy	jersey	penny
attorney	dowry	jockey	pulley
beauty	ecstasy	jury	sky
bully	effigy	levy	soliloquy
century	elegy	library	taffy
chimney	fairy	lily	trolley
cockney	family	Mary	turkey
colloquy	fancy	medley	volley
country	fantasy	money	whisky

## 10. ORAL WORK

Study Rule IV, p. 13. Explain why the final *y* does or does not change to *i* in the following derivatives, noting particularly exceptions to the general rule:

babyhood	dizziness	marrying
beautiful	drearly	merriment
burial	dutiful	pitiless
busier	earliest	replied
business	fancier	studying
carriage	happiness	trying
clergyman	hardiness	uglier
copyright	likelihood	weariness
delayed	marriage	wearying

## 11. WRITTEN WORK

Study Rule V, p. 14. Fill in the correct letters (*ei* or *ie*) in the following words, stating the rule or pointing out the exception in each case:

ach -- ve	chandel -- r	f -- ld
bel -- f	conc -- t	f -- nd
bel -- ve	conc -- ve	f -- rce
bes -- ge	counterf -- t	handkerch -- f
brigad -- r	dec -- ve	h -- r

h -- ght	rec -- ve	shr -- k
l -- sure	r -- gn	sover -- gn
n -- ghbor	rel -- f	t -- r
n -- ce	rel -- ve	th -- f
ob -- sance	retr -- ve	v -- w
perc -- ve	s -- ze	w -- ld
p -- rce	s -- ge	w -- rd
rec -- pt	sh -- k	y -- ld

## 12. WRITTEN WORK

Study Rule VI, p. 14. Arrange the following words in two groups, those ending in *-eed* and those in *-ede*, and then write as many inflected and derivative forms in each case as you can, noting particularly any literal changes in the stem:

accede	exceed	proceed	secede
antecede	intercede	recede	succeed
cede	precede	retrocede	supersede
concede			

13. ORAL OR WRITTEN WORK<sup>1</sup>

Study Rule VII, p. 15. Explain why each of the following words is spelled *-ance*, *-ence*; *-ant*, *-ent*; *-able*, *-ible*; if you find exceptions to the general principle of Rule VII, try to give a reason for the exception in each case:

abhorrence	adolescence	corruptible
abhorrent	adolescent	credence
abhorrible	arrogance	credent
abundance	arrogant	credible
abundant	audible	decadence
acceptance	coherence	decadent
acceptable	coherent	digestible
acceptant	cohesible	eminence
accessible	complacence	eminent
acquaintance	complacent	excellence
adherence	combustible	excellent
adherent	confidence	exceptionable
adjustable	confident	existence
admittance	constituency	existent
admissible	constituent	fallible

<sup>1</sup> This exercise may be divided into several lessons. The students should be trained to consult an unabridged dictionary for etymologies.

imminence	irritable	reminiscent
imminent	laudable	residence
incurrigible	laughable	resident
incorruptible	measurable	resistance
indelible	noticeable	resistant
indulgence	obtainable	resistible
indulgent	performance	responsible
ineligible	prominence	separable
inexhaustible	prominent	superintendence
intelligence	reasonable	superintendent
intelligent	recurrence	susceptible
intelligible	recurrent	variance
irresistible	reminiscence	visible

14. ORAL WORK<sup>1</sup>

Study Rule VII, p. 15. The following list comprises practically all of the familiar words which are spelled *-ible*; most other words of this formation are spelled *-able*. Adverbs in *-ibly* and nouns in *-ibility* may be formed from such words in the list as are in more common use; as *accessibly*, *accessibility*, *admissibly*, *admissibility*, *intelligibly*, *intelligibility*, etc.:

(in) accessible	conductible
adducible (or <i>-eable</i> )	contemptible
(in) admissible	contractible
(in) apprehensible	(in) controvertible
(in) audible	(in) convertible
(in) coercible	(in) convincing
cohesible	(in) corrigible
(in) cognoscible	(in) corrodible
collapsible (or <i>-able</i> )	corrosible
collectible (or <i>-able</i> )	(in) corruptible
(in) combustible	(in) credible
committible (or <i>-able</i> )	deducible
(in) compatible	deductible
(in) comprehensible	(in) defeasible
(in) compressible	(in) delible (also <i>deleble</i> )
(in) condensible (or <i>-able</i> )	depressible
conducible	descendible (or <i>-able</i> )

<sup>1</sup> This exercise may be divided into several lessons.

- |                               |                                      |
|-------------------------------|--------------------------------------|
| (in) destructible             | inducible                            |
| diffusible                    | inscriptible                         |
| (in) digestible               | instructible                         |
| dirigible                     | (un) intelligible                    |
| (in) discernible              | interconvertible                     |
| dissectible                   | intervisible                         |
| distensible                   | inventible                           |
| distractible                  | invertible                           |
| divertible                    | invincible                           |
| divestible                    | irascible                            |
| (in) divisible                | (il) legible                         |
| (in) edible                   | mandible ( <i>n.</i> )               |
| educible                      | negligible                           |
| (in) effervescible            | omissible                            |
| (in) eligible                 | ostensible                           |
| (in) eludible                 | passible (capable of feeling or      |
| evadible (or <i>-able</i> )   | suffering; cf. <i>passable</i> ,     |
| (in) evasible                 | capable of being passed)             |
| evincible                     | (im) perceptible                     |
| (in) exhaustible              | (im) perfectible                     |
| exigible                      | (im) permissible                     |
| existible                     | (im) persuasible                     |
| (in) expansible               | pervertible                          |
| (in) expressible              | (im) plausible                       |
| extendible                    | (im) possible                        |
| (in) extensible               | prehensible                          |
| (in) fallible                 | (im) prescriptible                   |
| (in) feasible                 | (un) producible                      |
| (in) flexible                 | redressible                          |
| fluxible                      | (ir) reducible                       |
| forcible                      | refer'rible (cf. <i>ref'erable</i> ) |
| (in) frangible                | reflectible                          |
| (in) fusible                  | (ir) refrangible                     |
| gullible                      | (ir) remissible                      |
| horrible                      | rendible (not to                     |
| ignitable (or <i>-able</i> )  | be confused                          |
| immersible (or <i>-able</i> ) | with                                 |
| (un) incompressible           | <i>renderable</i> )                  |

(ir) reprehensible	suspensible
(ir) repressible	(in) tangible
(ir) resistible	tensible
(ir) responsible	terrible
reversible	traducible
revertible	transfusible
risible	(in) transgressible
seducible (or <i>-eable</i> )	(in) transmissible
(in) sensible	(in) vendible
subdivisible	(in) vincible
(in) submergible	(in) visible
subvertible	

## 15. WRITTEN WORK

Study Rule VII, p. 15. Make a list of twenty-five familiar words in *-able*. Try to collect these words from your general reading, giving references, as follows: *insuperable*, Irving, *Rip Van Winkle*, p. 43.

## 16. WRITTEN WORK

Study Rule VII, p. 15. Explain the Latin derivation of the following words, noting particularly the literal changes in the forms of the prefixes. Use the dictionary for this work.

accumulate	educate	interfere
assimilate	emigrate	interrupt
attendance	exaggerate	interrogation
cereal	illegible	interurban
chronology	illegitimate	irrational
concentrate	illimitable	irreverent
connotate	illiterate	postpone
corroborate	immaterial	postscript
description	immigrate	preparation
disappear	immortal	prescription
disappointed	immovable	proscription
dissection	immutable	separate
dissever	impatient	subscribe
dissociate	inadequate	subterranean
dissuade	intellect	tolerable
eccentricity	interest	transference

17. ORAL WORK<sup>1</sup>

Study Rule VII, p. 15. Spell the following French words, taking care to name the accents and other signs (see Rule 4, p. 18).

attaché	entrée	papier-mâché
blanc-mange	façade	porte-cochère
bouillon	fricassee	protégé
cache	garage	questionnaire
chargé d'affaires	hangar	régime
chauffeur	jardinière	rendezvous
consommé	matinée	résumé
coup d'état	mayonnaise	rôle
cortège	melée	soirée
débris	naïf ( <i>masc.</i> )	tête-à-tête
début	naïve ( <i>fem.</i> )	trousseau
décolleté	naïveté	vis-à-vis
dishabille or deshabille	née	

## 18. WRITTEN WORK

Study Rule I, p. 18. Explain the insertion or omission of the *k* in the following words:

bivouac	music	public
bivouacked	musical	publican
bivouacking	musician*	publicist
		publicity
colic	panic	
colicky	panicky	shellac
		shellacked
frolic	physic	shellacking
frolicked	physical	
frolicking	physician	traffic
frolicsome	physicist	trafficked
		trafficking
mimic	picnic	trafficker
mimicked	picnicked	trafficless
mimicking	picnicking	
mimicry	picnickers	

<sup>1</sup> The teacher should give the pupil the correct pronunciations of these familiar French words.

## 19. ORAL WORK

Study Rule 3, p. 18. Spell the following words:

beat	leap	read	speak
beet	leech	reed	speech
		reap	
beach	meat		steal
beech	meet	real	steel
		reel	
bleat	neat		steam
bleed	need	seam	steep
bleach		seem	
	peach		team
crease	peep	seat	teem
creep		seek	
	peak		weave
dear	peek	sleave	weevil
deer		sleeve	weaver
	preach		
grease	preen	scream	weak
green		screech	week
	reach		
leak	reek	squeal	wean
leek		squeeze	weep

## 20. WRITTEN WORK

Study Rule 5, p. 18. Copy the following words and form the correct preferred plurals, indicating all musical terms by the sign (*M*) and under-scoring all plurals in *-oes*:

alto	desperado	lasso	solo
banjo	domino	memento	soprano
basso	(costume)	mosquito	tallyho
broncho	domino	motto	tobacco
buffalo	(game)	mulatto	tomato
burro	duo	negro	torpedo
calico	dynamo	peccadillo	tremolo
cameo	echo	piano	trio
cargo	Eskimo	piccolo	violoncello
cello	hero	portfolio	volcano
cuckoo	hobo	potato	zero

## 21. ORAL WORK

Study Rule 6, p. 18. Spell the plurals of the following words:

belief	handkerchief	relief	staff
bluff	hoof	roof	stuff
calf	knife	safe	tariff
chief	leaf	scarf	thief
cuff	life	self	waif
dwarf	loaf	serf	wharf
elf	proof	sheaf	wife
half	reef	sheriff	wolf

## 22. WRITTEN WORK

Study Rule 7, p. 19. Write the following words, underscoring the obscure vowels in each:

accusative	furniture	repetition
anticipate	genitive	ridiculous
apparatus	gravity	romanticism
circumference	Hannibal	sacrament
classicism	indefinite	sacrifice
dissipation	opportunity	sensitive
divide	optimist	separate
extravagant	pessimist	stimulant
frivolous	preparation	unanimous
fundamental	privilege	ventilation

23. WRITTEN WORK<sup>1</sup>

See Rule 7, p. 19. Complete the following words by adding *-ar*, *-er*, *-or*, *-ir* (*-yr*), *-ur*, *-eur*.

accelerat --	anch --	begg --
adventur --	argu --	benefact --
advis --	arrest --	besieg --
aggress --	assess --	bisect --
agitat --	audit --	blasphem --
alt -- (in church)	aug -- (soothsayer)	Caes --
alt -- (to change)	aug -- (boring tool)	calend -- (table of
amat --	auth --	dates)
ambassad --	aviat --	carburet --
ancest --	bachel --	caterpill --

<sup>1</sup> This exercise may be divided into two or more lessons.

ced --	generat --	refrigerat --
cell --	Gibralt --	regulat --
cellul --	govern --	report --
cens -- (critic)	gramm --	revolv --
cens -- (vessel for incense)	hum --	rig --
chauff --	imitat --	rum --
coll --	impost --	sail -- (seaman)
collect --	instruct --	sail -- (sailing vessel)
col --	interpret --	sat --
conduct --	invest --	schol --
connoiss --	jugul --	sculpt --
conquer --	ledg --	separat --
conspirat --	li --	simil --
contract --	lubricat --	solicit --
controll --	maj --	speedomet --
coron --	marin --	splend --
corrid --	mart --	squal --
credit --	metaph --	squander --
cultivat --	millin --	sulph --
cylind --	mirr --	supervis --
debt --	mot --	survey --
defend --	murm --	trait --
demean --	navigat --	transgress --
demurr --	numerat --	translat --
denominat --	od --	transmitt --
develop --	operat --	travel --
direct --	orat --	treasur --
dissent --	organiz --	trumpet --
edit --	originat --	tubercul --
educat --	oscillat --	tum --
elevat --	oyst --	vaccinat --
elix --	percolat --	vict --
emper --	pill --	vig --
equat --	prison --	vineg --
extinguish --	proct --	visit --
fact --	profess --	vulg --
garden --	propell --	warri --
	reflect --	worship --

## 24. WRITTEN OR ORAL WORK

Read Hint 9, p. 19. Write or spell the following words and give the key word which will help you to determine the correct spelling in each case, as *frivolous* (key word *frivolity*):

analogous (p. —)	frivolous (p. —)	original (p. —)
approximate (p. —)	horrible (p. —)	preparation (p. —)
bicycle (p. —)	indefinite (p. —)	repetition (p. —)
bilious (p. —)	infinite (p. —)	ridiculous (p. —)
definite (p. —)	inseparable (p. —)	romanticism (p. —)
definition (p. —)	mariner (p. —)	separation (p. —)
effeminate (p. —)	maritime (p. —)	synonymous (p. —)
fanaticism (p. —)	narrative (p. —)	zealous (p. —)

## 25. ORAL WORK

Read Hint 14, p. 20. Spell the following words, indicating hyphens and space where necessary:

Anglo-Saxon	antiprohibition	all right
ante-bellum	anybody	any one
basket-ball	anyway ( <i>adv.</i> )	any time
bas-relief	baseball	any where
boarding-house	bedroom	bass violin
by-law	commonplace	boy scout
cross-reference	everyday ( <i>adj.</i> )	by and by
cross-section	everything	each other
folk-dance	foolscap	every day
good-looking	football	every one
guinea-pig	handwriting	every side
high-school ( <i>adj.</i> )	intercollegiate	high school ( <i>n.</i> )
man-of-war	interscholastic	in fact
near-by ( <i>adj.</i> )	masterpiece	one another
object-lesson	motorboat	near by ( <i>adv.</i> )
reading-room	notebook	per cent
self-starter	outdoor	some day
subject-matter	semicolon	steam car
twenty-one	steamboat	team play
vice-president	textbook	parcel post

26. WRITTEN OR ORAL WORK<sup>1</sup>

Spell and define the following homophones:

air heir	break brake	feint faint	kernel colonel
aisle isle	cane Cain	flour flower	knew new
arc ark	cannon canon	fort forte	knight night
ascent assent	canvas cannass	forth fourth	know no
bass base	ceiling sealing	guilt gilt	lead ( <i>n.</i> ) led
beach beech	cent scent sent	grease Greece	liar lyre
beat beet	cereal serial	hail hale	mail male
berry bury	cession session	hart heart	main mane
berth birth	Chile chilli	hoard horde	mantel mantle
boar bore	cite site sight	hole whole	marshal martial
boll bole bowl	coarse course	holy wholly	muscle mussel
bow beau	dying dyeing	indict indite	need knead
bow bough	earnest Ernest	instance instant's	ours hours
bread bred	eight ate	its it's	peace piece

<sup>1</sup> If desirable, the teacher may make several lessons of this exercise.

peak	rain	suite	wait
peek	reign	sweet	weigh
pique	rein		
		tail	wave
peal	road	tale	waive
peel	rode		
		their	way
pear	roll	there	weigh
pare	rôle		
		theirs	weak
peer	scene	there's	week
pier	seen		
		throne	weakly
plain	serf	thrown	weekly
plane	surf		
		to	wear
plum	serge	too	ware
plumb	surge	two	
			weather
poll	slight	vain	wether
pole	sleight	vein	
		vane	whose
pray	steak		who's
prey	stake	vale	
		veil	write
presence	steal		rite
presents	steel	vice	right
		vise	wright
read	straight		
reed	strait	waist	wrote
		waste	rote

27. ORAL WORK<sup>1</sup>

The following words are often confused. Spell and define each word, distinguishing carefully the differences in pronunciation:

accept	advice	allusion	annunciation
except	advise	illusion	enunciation
		elusion	
access	alley		arrange
excess	ally	altar	arraign
		alter	
addition	allude		arrangement
edition	illude	angle	arraignment
	elude	angel	

<sup>1</sup>This exercise may be divided into several lessons if desirable.

auger	climactic	effect	lead ( <i>n.</i> )
augur	climatic	affect	lead ( <i>v.</i> )
bath	cloths	emigrate	latter
bathe	clothes	immigrate	later
beach	comma	eminent	lightning
beech	coma	imminent	lightening
		immanent	
born	compliment		loath
borne	complement	exercise	loathe
		exorcise	
bow (an orna- mental knot)	contemptible		lose
bow (to bend forward)	contemptuous	expect	loose
		suspect	
	corps		minute ( <i>adj.</i> )
	corpse	father	minute ( <i>n.</i> )
		farther	
breath			
breathe	council		missal
	counsel	formally	missile
cache		formerly	missive
cash	councilor		
	counselor	gamble	odious
cashmere		gambol	odorous
cassimere	current		
	currant	grease ( <i>n.</i> )	off
Calvary		grease ( <i>v.</i> )	of
cavalry	decent		
	descent	humorous	ordinance
canon	dissent	humorous	ordnance
canyon			
	desert ( <i>v.</i> )	idol	passable
capital	desert ( <i>n.</i> )	idle	passible
capitol	dessert	idyl	
			peasant
cellar	deference	ingenious	pheasant
seller	difference	ingenuous	
			pillar
censer	diary	insight	pillow
ensor	dairy	incite	
			personal
choral	duel	lack	personnel
coral	dual	like	
corral			

petition	profit	rout	there
partition	prophet	route	they're
			their
pistil	radical ( <i>adj. or n.</i> )	sense	
pistol	radicle ( <i>n.</i> )	since	tortuous
			torturous
pomace	radish	stationary	
pumice	reddish	stationery	track
			tract
potion	read ( <i>pres.</i> )	statue	veracity
portion	read ( <i>past</i> )	stature	voracity
		statute	
precedent ( <i>n.</i> )	rendible		weather
precedent ( <i>adj.</i> )	renderable	tear ( <i>n.</i> )	whether
		tear ( <i>v.</i> )	
principal	respectfully		won't
principle	respectively		wont ( <i>n.</i> )

## 28. ORAL WORK

Review the Seven Major Rules, pp. 8-17. Spell the following words, stating the rule or exception which applies in each case:

abusing	drearly	proffered
abutment	encyclopedia	profited
abutting	enemies	quizzical
acceded	equipage	rallying
acceptance	exceedingly	readiness
accompanied	excellency	received
acquittal	fallacies	reference
admissible	fiend	referred
affidavit	infallible	replies
annually	interfering	restating
appetite	judgment	seizure
baggage	maneuver	siege
benefited	medieval	singeing
business	movable	sovereignty
combating	moving	soliloquies
changeable	niece	succeeded
chimneys	noticeable	superseded
courageous	outrageous	tonnage
debatable	piteous	traveling
disappoint	preceding	truly

## 29. ORAL OR WRITTEN WORK

Study the list on pp. 22-29. Spell or write the following familiar words:

accommodation	its	really
across	led	receipt
arrive	library	recommendation
assassin	lilies	referring
athletics	lose	repetition
balance	Macauley	rhythm
beginning	Macbeth	ridiculous
believe	meant	sacrament
benefiting	mischievous	sacrifice
Burns's	misspell	schedule
chapel	mountainous	sensitive
climactic	narrative	separation
college	negroes	shepherd
comparison	ninety	similar
conscientious	noticeable	smooth
definite	occurrence	speech
describe	optimistic	studying
despair	originality	superintendent
difference	pilgrimage	sure
disappoint	pity	theirs
divine	possess	too
embarrassed	preparation	truly
Encyclopaedia	principal	until
Britannica	principle	village
exaggerated	privilege	villain
extension	proceed	virtue
finally	professor	weird
forcible	pursuit	writer
grammar	quizzes	writing

30. WRITTEN WORK<sup>1</sup>

Write a one-page theme in which you use correctly at least fifteen words found in the list on pp. 22-29. Underscore the words you consciously introduce.

<sup>1</sup> This exercise may be repeated several times, using other words from the list on pp. 22-29

31. ORAL OR WRITTEN WORK<sup>1</sup>

Consult the general alphabetic list, pp. 106-141. Spell or write the following more or less difficult words:

acreage	cereal	extraordinary
adolescence	chaparral	extravagance
affidavit	chauffeur	fallacy
aggravating	Chautauqua	fanaticism
agreeable	chloroform	fascinating
alligator	cinnamon	feminine
almanac	colonnade	fictitious
altogether	column	flannel
ammunition	connoisseur	fuchsia
anonymous	corroborate	habiliment
Apocrypha	curriculum	hemorrhage
Apollo	cylinder	hippopotamus
appendicitis	daguerreotype	hypocrisy
artillery	dahlia	incendiary
auxiliary	derrick	initiation
baccalaureate	diarrhea	innocuous
Baptist	digestible	inseparable
barbarous	dilapidated	isosceles
battalion	dilemma	liniment
beefsteak	diphtheria	maritime
bicycle	disappearance	millinery
calcimine	duchess	miscellaneous
calendar	eleemosynary	mucilage
Calvinism	eligible	narcissus
cannibal	elixir	neuralgia
caricature	ellipse	niche
cataclysm	emperor	Nineveh
catarrh	epigrammatic	orifice
catechism	epochs	oscillation
caterpillar	erroneous	ostracize
Catiline	erysipelas	paraphernalia
celery	exhilarating	paroxysm
cellar	explanation	penitentiary

<sup>1</sup> This exercise may be divided into several lessons, or the teacher may extend it *ad lib.* by reference to the general alphabetic list.

pennants	scarcity	stimulating
pinnacle	scarlatina	strychnin
pneumonia	schism	succinct
Presbyterian	scissors	supercilious
primitive	scrimmage	supersede
procedure	scrupulous	terrapiin
promiscuous	scuppernong	theorem
pusillanimous	secretary	tragedy
radish	semicolon	tranquillity
raisins	sherbet	trousseau
rarefy	shrubbery	venomous
Renaissance	sibylline	vicissitude
rhapsody	Sicily	volume
romanticism	silhouette	Wednesday
salary	skepticism	yacht
salmon	sophomore	zinc
Saturday	spectacles	zinnia

## PART TWO

### PRACTISE LISTS OF WORDS OFTEN MISSPELLED<sup>1</sup>

Space is allowed in each subject for additional words to be recorded by the pupils from the actual errors found in their exercises and notebooks. The teacher may require certain common errors to be added as experience demands, but in any case he should examine the notebooks frequently to see that the pupils are properly recording their daily errors in spelling.

#### ARTS AND SCIENCES

##### AGRICULTURE

acreage	cheese	Guernsey
actinomycosis	Cheviot	Hereford
agricultural	cholera	Holstein-Friesian
alluvial	cocklebur	humic (cf. <i>humid</i> )
ammonia	cultivator	hygroscopic
apiary	dairying	inoculate
arid	drought	insecticide
Berkshire	droughty	Kafir ( <i>or</i> Kaffir) corn
boll-weevil	Duroc-Jersey	larva
Bordeaux mixture	escutcheon	larvae ( <i>pl.</i> )
bulletin	ensilage	Leghorn
cabbage	experiment	maize
cantaloup <i>or</i> cantaloupe (I)	fertility	melon
capillary	flocculation	mesquite
caterpillar	fungous ( <i>adj.</i> )	mosquitoes
cereals	fungus ( <i>n.</i> )	Minorca
	guano	mulch

<sup>1</sup>The Roman numerals in parentheses refer to the rules on p. 7.



abdo'men	dissection	pituitary
amylopsin	encyst	pituitous
antenna	enzyme	ptyalin
antennae ( <i>pl.</i> )	fertil <i>or</i> fertile (I)	respiratory
bacillus	hemoglobin	secrete
bacilli ( <i>pl.</i> )	heredity	sensory
bacteriology	inheritance	sexual
carapace	interstitial	species
chitin	irritable	spontaneous
chromatin	larva	steril <i>or</i> sterile (I)
chylous	larvae ( <i>pl.</i> )	stomach
cilium	ligament	symmetrical
cilia ( <i>pl.</i> )	male	trypsin
coccyx	mucous ( <i>adj.</i> )	vacuole
coccyges ( <i>pl.</i> )	mucus ( <i>n.</i> )	venomous
cocoon	nervous	ventricles
corpuscles	nomenclature	vesicle
crystalline	paraffin	viscera
diagrammatically	phylogeny	vitreous

[illegible]

annual	flaccid	protein
aqueous	fungous ( <i>adj.</i> )	raceme
bois-d'arc	fungus ( <i>n.</i> )	radicle
calyx	fungi ( <i>pl.</i> )	receptacle
calyxes ( <i>pl.</i> )	gamete	rhizoid
carpel	herbaceous	rhizome
cell	hydrodictyon	saprophyte
cellulose	hydrophyte	serrate
chlorophyl <i>or</i> chloro-	lenticel	shrubbery
phyll	lily	specimen
chromatin	mesophyte	stamens
chromosome	narcissus	succulent
cilium	nucellus	sumac <i>or</i> sumach (I)
cilia ( <i>pl.</i> )	nucleus	symbiont
coalesce	orchid	symbiotic
collenchyma	panacle	thallus
corolla	parasite	tracheid
cotyledon	parenchyma	trichome
cryptogamous	perennial	trillium
cytoplasm	phloem	vacuole
deciduous	pistil	vegetation
dicotyledonous	poisonous	xylem
dioecious	pollen	zoöspore
filament	pollination	zygote

[illegible]



## DOMESTIC SCIENCE

## COOKING

absorption	crystallized	palatable
accessory <i>or</i> accessary	dessert	pancreatic
acetic	dietary	parasite
adulteration	dietetics	paring
albumen	digestible	pasteurize
alcohol	edible	pâté de foie gras
alimentary	emulsify	peel
alkaline	flavor	percolator
aluminum <i>or</i> alumin- ium (I)	fluids	pimento
ammonia	gastric	poached
anchovies	giblets	potatoes
antiseptic	gizzard	poultry
appearance	gluten	pour
appetite	glycogen	protein
asparagus	griddle	ptomain <i>or</i> -ine (I)
assimilate	ingredients	recipe
banana	kernel	rennet
beverage	laboratory	rinse
biscuit	lactic	salad
cafein <i>or</i> caffeine (I)	leaven	salicylic
calorie	lentil	saliva
caramel	macaroni	sandwich
carbohydrate	marmalade	sauté
casserole	mayonnaise	scald
cauliflower	menu	scalloped <i>or</i> scoloped (I)
caviar <i>or</i> caviare	meringue	sherbet
cellulose	muscle	sieve
cereal	muscular	sirloin
chocolate	nitrogenous	soufflé
coconut <i>or</i> cocoanut (I)	nutriment	spinach
consistency	nutritive	steak
croquette	odor	steep
croutons	oleomargarin <i>or</i> -ine (I)	stewed
	omelet	tannic

## COOKING—Continued

tapioca	vegetable	waitress
tartar	vinegar	waste
temperature	viscera	wring
vanilla	waffle-irons	yolk

## ADDITIONAL WORDS

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## HOUSEHOLD ARTS

adjustable	chandelier	drain
alkali	Chippendale	economics
ammonia	chloroform	extension
analogous	cholera	fermentation
anopheles	Circassian	fomentation
antidote	cockroach	furnace
architecture	complementary	furniture
atomizer	connections <i>or</i>	germicide
balance	connexions	glycerin <i>or</i> glycerine
baluster	contagion	(I)
bedstead	contaminate	hearth
beetle	convenience	hemorrhage
birch	counterpane	Heppelwhite
bluing	decoration	hypodermic
buffet	deodorant	illuminating
bureau	deterioration	infection
cabinet	dining	ingredients
capillary	dining room	insecticide
cellar	dinner	labor-saving
cement	distillation	larvae

## HOUSEHOLD ARTS—Continued

laudanum	mucus ( <i>n.</i> )	sedimentation
laundering	pasteurize	sewage
lavatory	peppermint	Sheraton
lead (a metal)	piano	siphonage
linoleum	pillow	site
machine	plenum	stupes
mahogany	plumbing	suite
malaria	pneumatic	sulfur <i>or</i> sulphur (I)
malarial	poison	susceptibility
mantel	porch	tenement
mantelpiece	poultice	trichina
mattress	pupae	trichinosis
mirror	receipt	typhoid
miscellaneous	receptacle	utensils
molding <i>or</i> moulding	refrigerator	vacuum
(I)	respiration	veranda <i>or</i> verandah
mucous ( <i>adj.</i> )	sanitation	weathered

## ADDITIONAL WORDS

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## SEWING

alpaca	bodice	chally <i>or</i> challis (I)
appliqué	boll	chambray
appropriateness	brilliantine	chemise
baling	burlap, burlaps	chenille
basting	buttons	chiffon
batiste	calendering	cocoons
bias	calico	colonial
biased <i>or</i> biassed (I)	cambric	complimentary
bleaching	carding	conductivity

## SEWING—Continued

corduroy	hygienic	plaited <sup>1</sup> (I)
crape	initial	pongee
crêpe de chine	insertion	reeling
cretonne	ironing-board	retting
crinoline	jabot	ripping
decolleté	Jacquard	ruffle
delaine	jute	sateen
denim	khaki	scissors
drapery	kimono	scutching
economical	laundering	seam
eider-down	laundry	selvage or selvedge (I)
embroidery	lingerie	shearing
feather-stitch	long cloth	shoddy
fiber or fibre (I)	madras	simplicity
fichu	measurements	spinning
filament	mending	suède
flannel	mercerization	taffeta
foulard	messaline	textiles
gabardine or gaber- dine (I)	mitering or mitre- ing (I)	varieties
gingham	moiré	voile
ginning	nainsook	waist
gore	organdies	warp
hackling	ornamentation	waste
hanks	passementerie	weighting
harnessing	pattern	wool
heddles	peplum	woolen or woollen (I)
herring-bone	percale	worsted
honiton	petticoat	yarn
huckaback	piqué	yoke
		zephyr

<sup>1</sup> The form *pleat* is used colloquially, but is not found in literary usage.

## ADDITIONAL WORDS

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abstinence	deficit	Malthusian
altruism	depreciation	marketing
amortize	diminishing	mercantile
artificer	dissolve	monetary
assessment	employee	monopoly
bankruptcy	entrepreneur	mortgage
bimetalism	exchangeability	necessaries
bourgeois	exorbitant	panicky
boycott	fiat	pecuniary
budget	franc	reciprocity
bullion	franchise	salable
capital	gild	satiety
census	gross	seigniorage
competition	higgling	specie
collateral	increment	statistics
cooperation	<i>laissez faire</i>	syndicate
corporation	lien	tariff
debtor	luxury	utilities

[illegible]

## GEOGRAPHY (DESCRIPTIVE)

Abyssinia	continents	Johannesburg ( <i>South</i>
agriculture	copper	<i>Africa</i> )
Aleutian Islands	coral	Labrador
Alleghany Mountains	crystals	latitude
Allegheny City ( <i>Pa.</i> )	Delaware	Leipzig <i>or</i> Leipsic
alluvial	desert	llamas
Antarctic	Des Moines ( <i>Iowa</i> )	longitude
Apennines	Ecuador	Louisiana
Appalachian	Edinburgh ( <i>Scotland</i> )	Louisville ( <i>Ky.</i> )
archipelago	Eskimos	mackerel
Arctic	European	Madagascar
bananas	Everest ( <i>Mount</i> )	Madeira
Bangkok ( <i>Siam</i> )	fauna	Manila
bayou	Fujiyama ( <i>mountain</i> )	manufactures
Berkeley ( <i>Cal.</i> )	geography	maritime
Bermuda Islands	geysers	Marseilles ( <i>France</i> )
Bismarck ( <i>N.D.</i> )	Gibraltar	Massachusetts
Bordeaux ( <i>France</i> )	giraffe	Mediterranean
British Isles	glaciers	Melbourne ( <i>Victoria</i> )
Buenos Aires ( <i>Argen-</i>	government	Michigan
<i>tina</i> )	granite	Minneapolis
Buffalo ( <i>N.Y.</i> )	Great Britain	Mississippi
buoys	Grecian	Missouri
Cairo ( <i>Egypt</i> )	Greece	Morocco
Calais ( <i>France</i> )	Guatemala	mountainous
Calcutta ( <i>India</i> )	Guiana	Munich ( <i>Germany</i> )
capital (cf. <i>capitol</i> )	Haiti	Narragansett
Caribbean Sea	harbor	negroes
Chesapeake	Hatteras	Niagara
Chile	Hawaiian Islands	Nueces
Cincinnati ( <i>Ohio</i> )	Himálaya	occupations
cinnamon	Hongkong ( <i>China</i> )	Oklahoma
coffee	icebergs	Ottawa ( <i>Canada</i> )
commerce	Illinois	Paraguay
Connecticut	Indianapolis ( <i>Ind.</i> )	Peking ( <i>China</i> )
Constantinople	isthmus	peninsula



abyssmal	esker	piedmont
abyss	geyser	playas
aggraded	igneous	polyp
alkali	isobar	prairies
anticline	joint plane	precipitation
arroyo	kame	pseudo
atoll	laccolith	reefs
avalanche	lacustrine	rejuvenated
boulder <i>or</i> bowlder	littoral	residual
caldera	llanos	sedimentary
campos	loess	spectrum
chasm	mesa	sphagnum
circumpolar	metamorphic	steppe
cordillera	monadnocks	stratification
cumulus	monocline	stratum
débris	moraine	strata ( <i>pl.</i> )
denudation	névé	stratus
diathermanous	ooze	superimposed
dike	pelagic	syncline
epicenter	peneplain	talus
erosion	perennials	tributaries

[illegible]



ambassador	cession (cf. <i>session</i> )	dependencies
amendments	collector	domicile
annexation	commission	electors
appellate	committee	eligible
apportionment	community	emancipation
assessor	concurrence	embassy
attorneys	congressional	eminent domain
authoritative	constitutional	enactment
authorities	copyright	extraordinary
ballot	corporation	federal
bankruptcy	council	forfeiture
booths	councilor <i>or</i>	government
cabinet	councillor (I)	governor
c canvass	counsel	habeas corpus
capital	counselor <i>or</i>	homicide
capitol	counsellor (I)	immunity
carriers	currency	impeachment
certificates	delegate	independence

[illegible]

**GOVERNMENT (CIVICS)—Continued**

indictment	municipalities	respectively
inheritance	naturalization	secretarial
insurrection	nominee	secretary
interstate	nullification	session (cf. <i>cession</i> )
intestate	penitentiary	sheriff
issue	plenipotentiary	sovereignty
jeopardy	politics ( <i>sing.</i> )	suffrage
judicial	polls	superintendent
judiciary	poll-tax	tariff
jurisdiction	precinct	tax-assessor
legality	privilege	tax-collector
legislatures	procedure	territorial
lobby	proceedings	unanimous
lobbyist	proclamation	usurpation
militia	qualifications	utilities
monopolies	ratification	voting
munic'ipal	representative	warring

### ADDITIONAL WORDS

This image shows a full page of dot grid paper. It features two vertical columns of small black dots. Each column contains 20 rows of dots, creating a total of 40 horizontal positions for writing or drawing. The dots are evenly spaced both horizontally and vertically across the entire page.



## ANCIENT HISTORY

Achilles	Bosporus	cynics
Acropolis	Buddha	decemvirs
Aegean	Byzantine	Demosthenes
Aegospotami	Caesar	Dionysius
Aeneid	Catiline	Dionysus (Bacchus)
Aeschylus	Catullus	Epaminondas
Alcibiades	Cheops	Euboea
Alexander	Christianity	Euphrates
Alexandria	Cicero	Gracchus
amphictyonic	Cincinnatus	Hannibal
Apennines	Coliseum <i>or</i>	Hellenes
Apollo	Colosseum	Herodotus
aqueduct	colonnades	hieroglyphics
Areopagus	column	Iliad
Aristotle	Constantinople	Israel
Assyria	consul	Jerusalem
Attica	Crassus	Jupiter
Babylonia	Croesus	martyr
Boeotia	cuneiform	Mesopotamia

### ADDITIONAL WORDS

[illegible]



## MEDIEVAL HISTORY

Aachen	fief	Plantagenet
Agincourt	Ghibelline	Poitiers
Alaric	Guelph	Portuguese
allodial	Hegira	primogeniture
Anjou	Heptarchy	Raffael <i>or</i> Raphael (I)
Aquitania	Jerusalem	Renaissance
Arianism	Jesuits	Rienzi
Artois	Languedoc	Runnymede
ascetic	Leonardo da Vinci	Saladin
Attila	Leyden	Salerno
Avignon	liege	Saracens
Barbarossa	Lollards	Savonarola
benefice	Loyola	schism
Boccaccio	Machiavelli	schismatic
caliph	martyr	Seljuks
Capetians	medieval <i>or</i>	serfs
Catholicism	mediaeval (I)	simony
celibacy	Merovingians	Soissons
Charlemagne	Michelangelo	subinfeudation
chivalry	Mohammed	Tamerlane
Crécy	Mohammedanism	Tatars <i>or</i> Tartars
Danelaw	monasteries	Teutons
Diocletian	monasticism	Titian
ecumenical <i>or</i>	Nibelungenlied	troubadours
oecumenical (I)	Ommiad	trouveurs
excommunicate	papacy	Valois
Ferdinand	parliament	Vasco da Gama
feudalism	pilgrimage	vassals

## ADDITIONAL WORDS

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.....	.....
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## MODERN EUROPEAN HISTORY

Alsace	Hospitalers	Raleigh
Anne Boleyn	Huguenots	Reichstag
Aragon	La Rochelle	Richelieu
Armada	Lorraine	Robespierre
Baptists	Louis Philippe	Rousseau
Bastille	Magdeburg	Salisbury
Bismarck	Magna Charta	Schleswig-Holstein
Blenheim	Magyars	Sebastopol
Blücher	Marlborough	Sedan
borough	Marie Antoinette	Sepoys
bourgeoisie	Marseillaise	Smalkaldic League
Britain	Maximilian	Soudan
Briton	Mazarin	Stein
Brittany	Mazzini	Stuart
Calais	Medici	Sweden
Cavaliers	Metternich	Talleyrand
Crécy	Mirabeau	Trafalgar
Czechs	Molière	Transvaal
Disraeli	Napoleon Bonaparte	Tudor
Dreyfus	Naseby	Tuileries
duchess	Nicholas	Utrecht
Edinburgh (pro- nounce <i>boro</i> )	parlement ( <i>Fr.</i> )	Versailles
European	parliament ( <i>Eng.</i> )	Victor Emmanuel
Gibraltar	Plantagenet	Vienna
girondists	Plassey	Voltaire
guillotine	Pomerania	Wallenstein
Hague	Presbyterians	Wolsey
Hampden	proprietary	Worcester
Hapsburgs	Protestantism	Wyclif or Wycliffe
Hohenstaufen	Puritanism	Ypres
	Pyrenees	Zurich

## ADDITIONAL WORDS

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habeas corpus	opponents	seize
heresy	opposite	separation
hostility	orthodox	siege
independence	partition	soldiers
interregnum	patrimony	sovereign
lieutenant	petition	strategic
loyalty	pilgrim	surrender
maneuver	predecessor	sympathy
manufacturing	prestige	territorial
maritime	privilege	territories
massacre	procedure	Teutonic
massacred	proclamation	throne
Mediterranean	recruits	treachery
mercenary	reënforcements	tyranny
militia	régime	vandalism
neutral	reign	village
ninety	religious	vicinity
obliged	sanguinary	volunteer
occurred	scheme	

[illegible]







## MUSIC

accelerando (ăk sěl'ēr ăn'dō)	diatonic
accompaniment	diminuendo
Eolian <i>or</i> Æolian (I)	dissonance
allegro (ăl lă'grō)	divided
allegretto (ăl lă'grēt'tō)	dolce (dōl'chă)
andante (ăn dăn'tă)	eighth
anthem	encore (ăn'kōr')
arpeggio (ăr pēd'jō)	exercises
barytone <i>or</i> baritone (I)	fifth
bass	finale (fē nă'lă)
bass drum	forte (fōr'tă)
bassos ( <i>pl.</i> of basso)	fortissimo
Beethoven (Bă'tō ven)	fugue
cadence	Gounod (gōō'nō')
cantabile (kăn tă'bē lă)	guitar
cantata (kăn tă'tă)	harmonious
carol	harmony
castanets	Haydn (hă'd'n)
cello <i>or</i> 'cello (chěl'ō) <sup>1</sup>	hymn
choir <i>or</i> quire	Il Trovatore (trō'vă tō'rē)
choral ( <i>adj.</i> )	interval
chord	largo
chorister	legato
chorus	Liszt (lĭst)
Chopin (shō păn')	lyre
chromatic	maestoso (mă'ēs tō'sō)
clarinet	major
clef	mandolin <i>or</i> mandoline (I)
concertos (kōn chēr'tōz)	mazurka
contralto	melodies
contrapuntal	melodious
cor'net	Mendelssohn (mēn'del sōn)
crescendo (krě shēn'dō)	metronome
cymbals	mezzo
diapason	minor

<sup>1</sup> An abbreviation for *violoncello*.

**MUSIC—Continued**

Mozart (Mō'zärt)	schottische <i>or</i> schottish
musical ( <i>adj.</i> )	Schubert (shōō'bērt)
musicale ( <i>n.</i> )	Schumann (shōō'män)
nocturne	semitone
opus, <i>pl.</i> opera	serenade
operas	sextet <i>or</i> sextette (I)
operetta	snare-drum
oratorios	solos
orchestration	sonatas
pianissimo (pē'ä nŷ'ŷ mō)	sotto voce (sōt'tō vō'chä)
pianos	staff
piccolo	<i>stave (Eng.)</i>
piece	stiffs
polonaise	<i>staves (Eng.)</i>
polyphonic	symphonies
prima donna	syncopation
quartet <i>or</i> quartette (I)	tambourines
reed	tenor
retard	tuning-fork
rhapsody	viola (vē ō'lä)
rhythm	violoncello (vē'ō löŋ chēl'ō)
rhythmically	Wagner (väg'nēr)
ritardando (rē'tär dän'dō) <sup>1</sup>	waltz
scale	xylophone
scherzo (skēr'tsō)	zither

<sup>1</sup> Often abbreviated *rit.* and *ritard.*

### ADDITIONAL WORDS

[illegible]





irritable	periosteum	sexual
lacrimal <i>or</i> lachrymal	pharynx	Species
(I)	physiology	stimulant
larynx	pleurisy	stomach
ligament	pneumonia	symptom
malaria	poison	syringe
male	poisonous	tissue
membranous	ptomain	tongue
meningitis	pyorrhea <i>or</i> pyor-	torsus
mucous ( <i>adj.</i> )	rhoea (I)	trachea
mucus ( <i>n.</i> )	retina	tuberculosis
muscles	rheumatism	vaccinate
pancreas	sali'va	veins
paraffin	sal'ivary	venous
paralysis	sanitary	vigorous
parasite	secrete	virus

## This image shows a full page of dot grid paper. It features approximately 20 horizontal rows of small, evenly spaced black dots. The dots are arranged in straight lines across the width of the page, providing a guide for handwriting or drawing. There is no text or other markings on the page.

LANGUAGE AND LITERATURE

AMERICAN LITERATURE

Aldrich	commemoration
Alhambra	Cooke
antislavery	Cooper
autocrat	Craddock, Charles Egbert
Audubon	Emerson, Ralph Waldo
Biglow	Esten (John Esten Cooke)
Bowdoin	Evangeline
Bryant	Fanshawe
Bumpo or Bumpo	Fauntleroy
Bunner	Fenimore
Burnett	Freneau
Burroughs	Gettysburg
Carman	Guiney
Carryl, Guy Wetmore	Harte, Francis Bret
Cary	Harvard
Cawein	Hawthorne, Nathaniel
Chattahoochee	Hayne, Paul Hamilton
Clemens, Samuel Langhorne	Hiawatha

ADDITIONAL WORDS

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**AMERICAN LITERATURE—Continued**

Holmes, Oliver Wendell	Outre Mer
Howells	Pocahontas
Ichabod	Poe, Edgar Allan
Irving	Riley, James Whitcomb
Israfel	Salmagundi
Knickerbocker	Saracinesca
Lanier, Sidney	Simms, William Gilmore
Launfal	Snow-Bound
Leatherstocking	Thanatopsis
Ligeia	Thoreau, Henry David
Lincoln	Ticknor, Francis Orray
Longfellow, Henry Wadsworth	Timrod, Henry
Lowell, James Russell	transcendentalism
Marco Bozzaris	Ulalume
Miller, Joaquin	Whittier, John Greenleaf
Murfree, Mary Noailles	Whitman, Walt
Ossoli, Margaret Fuller	Yemassee

### ADDITIONAL WORDS

This image shows a full page of dot grid paper. It features approximately 20 horizontal rows of small, evenly spaced black dots on a white background. The dots are arranged in straight lines across the width of the page, providing a guide for handwriting or drawing. There are no margins, text, or other markings present.









GRAMMAR AND RHETORIC  
(INCLUDING FOREIGN LANGUAGES)

ablative	dependent	neuter
accusative	description	nominative
adverbially	ellipsis	novel
affirmative	elliptical	parallel
agreement	exaggeration	participial
ambiguous	exclamatory	participle
analysis	factive	particle
antecedent	feminine	positive
appositive	figurative	possessive
article	genitive	predicate
attributive	grammar	repetition
auxiliary	grammatical	rhythms
balance	hyperbole	satirize
caricature	imperative	semicolon
Catiline	indefinite	sentence
chronological	independent	separation
coherence	infinitive	simile
coherent	inflections	Spanish
colloquialism	interrogative	substantive
comparative	intransitive	summary
comparison	irony	syllabication
complement	irregular	syllable
conjugation	Latin	synecdoche
correlative	metaphor	synonym
declarative	narration	transitive
declension	narrative	ungrammatical
definite	negative	writing

ADDITIONAL WORDS

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# PROFESSIONAL AND SPECIAL AËROPLANE, MOTORBOAT, AND AUTOMOBILE

accumulators	condenser	monoplane
adjustment	controller	motor
aërodrome	coupé	motorboat
aërometer	cylinder	motorcycle
aéronaut	dir'igible	muffler
aéronautics	electromagnet	multiplane
aëroplane	emergence	parachute
alternator	exhaust	piston
armature	flange	propeller
ascension	fly-wheel	puncture
automobiling	friction-clutch	radiator
aviation	gage <i>or</i> gauge (I)	roadster
aviator	garage	runabout
balloon	gas	rudder
batteries	gasoline <i>or</i> gasolene	seaplane
biplane	(I)	shock-absorber
blow-out	gears	short-circuited
brake	glider	spark-plug
breakdown	hangar	speedometer
brougham	hydroplane	steering-wheel
Cadillac	hydro-aëroplane	taxicab
carbureter	ignition	tonneau
cells	injector	tractor
chassis	inner tubing	valve
chauffeur	limousine	vibrator
circuit	lubricator	wrench
clutch	magneto	Zeppelin

## ADDITIONAL WORDS

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## BUSINESS

acceptance	commission	filing
accommodation	commodities	financial
account	comparatively	freight
accrued	comptroller <i>or</i>	guarantee
acknowledge	controller	guarantor
acknowledgment <i>or</i>	confidential	income
acknowledgement	consignee	incorporate
(I)	contract	indorse <i>or</i>
ad valorem	copies	endorse (I)
advances	copy	insolvent
advertisement	corporation	instalment
affidavit	correspondence	insurance
allowance	correspondents	inventory
anniversary	coupon	invoice
annual	creditor	itemized
answering	currency	jobber
approximately	current	journal
assets	damaged	judgment <i>or</i>
attorney	deficit	judgement (I)
audited	demurrage	lading
auditor	depreciation	lease
auxiliary	dictation	ledger
balance	difference	lessor
bookkeeper	director	letterpress
business	disbursement	liabilities
bonus	discount	lien
cancel	dishonor	liquidate
canceled	dividend	litigation
capital	double entry	maintenance
certificate	draft	maturity
certified	exchangeable	memorandum
check	expenditure	mercantile
claimant	expense	merchandise
collateral	explain	mimeograph
commerce	explanation	mortgaging
commercial	extension	necessary

**BUSINESS—Continued**

negotiable	remitted	telephone
net	replies	tonnage
notary public	replying	traffic
obligations	representative	transaction
oblige	resources	transcribe
options	respectfully	transcription
original	revenue	transferred
outstanding	salesman	transferring
partnership	schedule	transmission
percentage	security	transmitted
policy	seller	trial balance
preferred	shipping clerk	truly
preparation	solvency	trustee
principal	solvent	typewriter
principle	stationery	validity
property	stencil	value
proprietor	stenographer	voucher
prorate	sue	waive
quotations	summarize	warehouse
quoting	sundries	warranted
receipt	surety	warrantee
receivable	surplus	warranty
received	syndicate	waybill
recommend	tare	wholesale
reimburse	tariff	wiring
remittance	telegraph	yours

### ADDITIONAL WORDS

[illegible]

adolescence	group	phylogeny
apperception	Hellenic	plasticity
assimilation	imagination	principal
behavior	imitative	principle
coefficient	inherent	professionally
complementary	initiative	professor
compulsory	intelligence	psychic
convergence	kindergarten	questionnaire
correlation	kinesthetic	Quintilian
curriculum	Locke	Rabelais
development	manual	Rousseau
didactics	Montessori	schedule
differentiation	nascent	sensibility
discipline	nervous	stimulating
embryo	neurology	stimulus
emulation	nutritious	summaries
ephebos	ontogeny	supplementary
epheboi ( <i>pl.</i> )	palaestra	synapsis
exhaustion	paranoia	temperament
experimentation	pedagogy	temperature
frivolous	Pestalozzi	uniformity
Froebel	phenomenon	ventilation
fundamental	phenomena ( <i>pl.</i> )	vestigial

[illegible]

## ENGINEERING

### ARCHITECTURAL ENGINEERING

abutment	corridor	housing	Renaissance
altar	epistyle	medallion	sheathing
balustrade	façade	mezzanine	trellis
bois d'arc	fascia	nosing	vermilion
buttress	flèche	pavilion	voussoir
ceiling	frieze	plancher	wainscoted
colonnade	furring	purlin	
coping	gunitite	quoin	
cornice	halving	remodeling	

### ADDITIONAL WORDS

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### CIVIL ENGINEERING

abscissa	coplanar	orifice	topographical
ajutage	corollary	parallax	vernier
azimuth	descriptive	pier	vertical
calibration	hydraulics	reservoir	veir
calipers	irrigation	resilience	
collimation	meridian	spherical	
cantilever	offset	surveyor	

### ADDITIONAL WORDS

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## ELECTRICAL ENGINEERING

aging	equivalent	oscillograph
asbestos	Foucault	peripheral
attenuation	frequency	rectifier
axial	hysteresis	rectifying
balance	impedance	synchronizer
ballistic	inductance	transmitter
bus-bars	magnetizing	variation
commutator	measuring	wattmeter
condenser	mil	
dielectric	multiphase	

## ADDITIONAL WORDS

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## MECHANICAL ENGINEERING

adiabatic	economizer	liquefying
calorimeter	ejector	lubricator
carburetor	exhaust	piezometer
clearance	flexure	reversible
compressor	helical	torsion
condenser	humidity	turbine
Corliss	hypocycloid	vane
eccentric	irreversible	vaporization

## ADDITIONAL WORDS

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## LAW

abetting	demurrer	legitimacy
accomplice	descent	lessee
adjudicate	differentiate	liable
affidavit	dilatory	libel
agistment	discernible	license
alienate	disseizin	lien
allegata	dissent	maritime
allegator	eleemosynary	messuage
amercement	embezzlement	minor
annuities	employees	miscegenation
appellant	estoppel	misfeasance
appellee	extraterritorial	misprision
apprentice	feoffment	mortgage
appurtenance	feud	mortmain
arraigned	fiduciary	munic'ipal
attachment	forfeiture	negligence
authoritative	fraudulent	nuisance
avoidance	genuineness	peremptory
bailiffs	habeas corpus	petit jury or petty jury
capias	hereditaments	plaintiff
certiorari	hereditary	pre'cedent ( <i>n.</i> )
cestui que trust	holograph	prece'dent ( <i>adj.</i> )
codicil	incapacities	precinct
committee	inchoate	prerogative
constitutional	incorporeal	principal and agent
coparcenary	indefinite	procedure
corporeal	indict	promissory
corroborate	inherent	proximate
counselor	inseparable	quizmaster
coverture	instrument	quizzes
curtesy (tenant by; cf. <i>courtesy</i> )	intervener	rebuttable
deceased	intestate	rescission
decedent	invalidate	recognizance
defeasance	irrevocable	respondent
defendant	jeopardy	responsible
	judgment	





## 90

### ADDITIONAL WORDS

[illegible]

## MILITARY TACTICS

abattis	billeted	detachment
accouterments <i>or</i> ac-	bivouac	disciplinary
couterments (I)	bivouacked	dis'cipline
adjutant	blockade	dispensary
aërial	bore	dress parade
aéronautics	breech	echelon
aéroplane	brevet	enemy
aide	brigade	extractor
aide-de-camp	brigadier	firing
aides-de-camp	bulletin-board	furlough
alignement <i>or</i> align-	caisson	fusillade
ment (I)	caliber <i>or</i> calibre (I)	garrison
ambulance	cannon	guard
ammunition	cannonading	impregnable
annihilate	canteen	insignia
aperture	captaincy	inspector
appearance	carriage	insubordination
appointment	cartridge	interned
armament	casualties	intrenchment <i>or</i> en-
armies	cavalry	trenchment (I)
armistice	chaplain	irresistible
armory	civilian	lieutenant
arrest	colonel	major
arsenal	column	manual
artillery	combatants	marshal
assault	commandant	martial
attaché	commissary	military
attack	companies	militia
attacked	competitive	morale
auxiliary	contour	non-commissioned
barracks	corporal	officer
battalion	corps	official
batteries	counter-attack	ordnance
bayonet	courts-martial	outguards
belligerents	deployment	outposts
besiege	deploys	parallel

### MILITARY TACTICS—Continued

parole	rendezvous	simulate
patrol	respectfully	skirmishers
personnel	veille	strategy
platoons	ricochet	subsistence
provost-marshal	routine	surrender
reconnaissance	sanitary <i>or</i> sanitary	tattoo
recoil	(I)	uniform
reconnoiter <i>or</i> re- connoitre (I)	sanitation	vanguard
reinforcement <i>or</i> re- enforcement (I)	sentinel	visor
reenlistment	sergeant	volleys
	shrapnel	wigwagging
	siege	

### ADDITIONAL WORDS

[illegible]

Cronus or Kronos (krŏ' nŭs or  
krŏn' ŏs)  
Demeter (dĕ mĕ' tĕr)  
Deucalion (dŭ kă' lŭ ŏn)  
Diana (dŭ ān' ā)  
Dionysus (dŭ ŏ nŭ' sŭs)  
Elysium (ĕ lŭzh' ŭ ŭm)  
Endymion (ĕn dŭm' ŭ ŏn)  
Erebus (ĕr' ĕ bŭs)  
Euphrosyne (ŭ frŏs' ŭ nĕ)  
Eurydice (u rŭd' ŭ sĕ)  
Euterpe (u tŭr' pĕ)  
Ganymede (găn' ŭ mĕd)  
goddess (gŏd' ĕs)  
Hector (hĕk' tĕr)  
Hephaestus (hĕ fĕs' tŭs)  
Hyacinthus (hŭ' ā sŭn' thŭs)  
Hymen (hŭ' mĕn)  
Iliad (ŭl' ŭ ād)  
Ilium (ŭl' ŭ ŭm)

### ADDITIONAL WORDS

[illegible]

## MYTHOLOGY—Continued

Ithaca (ĩth'á kà)	Parnassus (pār nās'ūs)
Ixion (ĩk sĩ'õn)	Pegasus (pěg'á sūs)
Jupiter (jõõ pĩ tēr)	Poseidon (põ sĩ'dõn)
labyrinth (lăb'ĩ rĩnth)	Psyche (sĩ'kě)
Laocoon (lă ôk'ô õn)	Pygmalion (pĩg mǎ'ĩ on)
Medea (mě dě'á)	Pyrrha (pĩr'á)
Mnemosyne (ně mỗs'ĩ nē)	satyr (săt'ēr)
Myrrha (mĩr'á)	Scylla (sĩl'á)
Naiads (nǎ'yǎdz)	Sicily (sĩs'ĩ lĩ)
Odyssey (ôd'ĩ sĩ)	Sisyphus (sĩs'ĩ fūs)
Oenone (ě nõ'ně)	Stygian (stĩj'ĩ ǎn)
Orion (ô rĩ'õn)	Tantalus (tǎn'tá lūs)
Orpheus (ôr'fūs)	Terpsichore (tũrp sĩk'ô rē)
Ossa (ôs'á)	Zephyrus (zěf'ĩ rūs)
Palladium (pǎ lǎ'dĩ ũm)	Zeus (zūs)
Pallas (pǎl'ás)	

### ADDITIONAL WORDS

This image shows a full page of dot grid paper. It features two vertical columns of small black dots. Each column contains 20 rows of dots, creating a total of 40 horizontal positions for writing or drawing. The dots are evenly spaced both horizontally and vertically across the entire page.

## SPECIAL LISTS FOR OTHER SUBJECTS

(To be dictated by the teacher)

[illegible]

## PART THREE

### A GENERAL LIST OF WORDS OFTEN MISSPELLED

This list is intended for reference and practise. Regular lesson assignments of from one to two pages may be made by the teacher, but in giving out the words for either written or oral tests the teacher should avoid the strict alphabetic order. Particularly in cases where several words on a single stem are given, one or perhaps two words from the sequence should be selected, inasmuch as the correct spelling of one of the words will suggest the spelling of other words in the series. After each oral lesson or written exercise the student should be required to underscore or check in the list the words he has misspelled. The blank spaces at the bottom of the pages are for any additional words the student finds misspelled in his compositions, written exercises, and notebooks. The correct forms of these words should be recorded in alphabetic order. Some teachers may prefer to have students write correctly in the blank spaces the words misspelled in the regular lessons, the purpose being to impress immediately the correct forms upon the memories of the students. In any case, frequent reviews of the checked or underscored words, and of any additional words recorded, should be required, and severer penalties imposed for the second misspelling of a word.

The vocabulary has been carefully selected from words actually misspelled in ordinary usage, hence the material should prove of practical value not only to high-school students, but to more advanced students and to clerks, stenographers, bookkeepers, and all those whose business requires records and correspondence. The words in the list will also be found to afford excellent material for school and community spelling matches.

The Roman numerals in parentheses refer to the rules given on p. 7. Where two forms of a word are given, the first form is to be preferred.

abbeyes (IV)	abut	accompany
abbreviate (VII)	abutment	companies (IV)
abbreviation	abutting (II)	accompaniment
aberration	abyss	accordance
abetter <i>or</i> abettor (I)	abysmal	account
abeyance	accede (VI)	accountable
abhorred (II)	accelerate	accountant
abhorrence	acceleration	accumulate
abhorrent	accelerator	accurate
abhorrer	accept (cf. <i>except</i> )	accuracy
abhorring	acceptable	accusative
ability	acceptance	accustomed
ablative	access (cf. <i>excess</i> )	ache
abolish	accessible	aching (III)
abreast	accessibility	achieve
abrogate	accessory <i>or</i> acces-	achievement
abscess	sary (I)	acknowledge
absence	accidentally	acknowledgment <i>or</i>
absorbent	acclamation (cf.	acknowledgement
absorption	<i>acclaim</i> )	acoustics
abstainer	accli'mated	acquaintance
abundance	accommodate	acquiesce
abundant	accommodating	acquiescence
abusing (III)	accommodation	acquiescing (III)

[illegible]



already	ancestor	antichmax
altar (cf. <i>alter</i> )	ancestry	antidote
altogether	anchor	antiquated
aluminum <i>or</i> alumin- ium	anecdote	antiseptic
alumna	angle (cf. <i>angel</i> )	antithesis
alumnae ( <i>pl.</i> ) ( <i>fem.</i> )	Anglo-Saxon	anxiety
alumnus	animal	anxious
alumni ( <i>pl.</i> ) ( <i>mas.</i> )	animation	Apennines
amateur	animosity	aperture
ambassador	ankles <i>or</i> ancles (I)	Apocrypha
ambiguity	annexation	Apollo
ambiguous	annihilate	apology
ambitious	annihilation	apologies (IV)
ammonia	anniversary	apologize
ammunition	announce	appal <i>or</i> appall (I)
among	announcement	appalled (II)
amount	annual	Appalachian
anachronism	annually	apparatus
anaesthetic <i>or</i> anesthetic (I)	annunciate <i>or</i> annuntiate	apparel
analogy	annunciation (cf. <i>enunciation</i> )	appareled <i>or</i> apparelled (I)
analogies (IV)	anonymous	apparent
analyze	answer	apparition
analysis	antecedent	appearance
analytical	antediluvian	appendicitis
anapaestic <i>or</i> anapestic (I)	anticipate	appendix
	anticipation	appendixes <i>or</i> appendices

### ADDITIONAL WORDS

[illegible]

## ADDITIONAL WORDS

[illegible]

### ADDITIONAL WORDS

[illegible]



cancer	carol	cavalier
cancerous	caroling <i>or</i> carol-	cavalry (cf. <i>Calvary</i> )
candidate	ling (I)	cavities
candidacy	carriage	Cayenne pepper
cane (cf. <i>Cain</i> )	carrot	cease
cannibal	carry	ceasing (III)
cannon (cf. <i>canon</i> )	carries	cedar
cannonade	carrying	ceiling (cf. <i>sealing</i> )
canoeing	cartilage	celebrate
cañon <i>or</i> canyon	cartilaginous	celebrating (III)
Canterbury	cashmere (a woolen	celebrity
cantos	dress fabric)	celery
canvas (a coarse	cassimere (a woolen	celibacy
cloth)	cloth for men's	cellar (cf. <i>seller</i> )
canvass (to solicit,	clothes)	cellular (cf. <i>cell</i> )
count, etc.)	casually	celluloid
capable	casualty	cement
capability	cataclysm	cemetery
capacity	catalog <i>or</i> catalogue	censer (a vessel for
capillary	(I)	incense; cf. <i>censor</i> )
capital (cf. <i>capitol</i> )	catarrh	censor (a critic)
capitalist	catastrophe	censure
captain	catechism	census
carburetor	category	centennial
Caribbean	caterpillar	century
caricature	Catholicism (cf.	centuries (IV)
Carlyle, Thomas (cf.	<i>catholic</i> )	centurion
John G. <i>Carlisle</i> )	Catiline	cereal (cf. <i>serial</i> )

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ceremony	Chautauqua	chord
ceremonial	cheese	Christian
ceremonies (IV)	Chesapeake	Christianity
certain	chestnut	Christmas ( <i>Xmas</i> is not in good taste)
certainly	cheviot	chronological
certainty	chief	chronology
cession (cf. <i>session</i> )	chiefs	cigaret <i>or</i> cigarette (I)
cesura <i>or</i> caesura (I)	chieftain	cigars
chagrin	chiffonier	Cimmerian
chagrined (II)	Chile	Cincinnati
challenge	chilli <i>or</i> chile (pepper)	cinnamon
chamois	chimneys (IV)	circuit
champagne (a wine)	chinkapin <i>or</i> chin-	circuitous
champaign (an open field)	quapin (I)	circumference
chancellor <i>or</i> chancel- lor (I)	chisel	cistern
chandelier	chiseled <i>or</i> chis- elled (I)	cite (to indicate; cf. <i>site, sight</i> )
changeable	chivalrous	civil
changing (III)	chivalry	civilization <i>or</i> civilisation (I)
channel	chloroform	classicism
chaparral	choir <i>or</i> quire	cleave
chapel	cholera	cleavage
chaperon <i>or</i> chap- erone (I)	choose	clemency
Charlemagne	chose ( <i>past</i> )	climactic (cf. <i>climatic</i> )
charlotte russe	chosen ( <i>past part.</i> )	climb (cf. <i>clime</i> )
chauffeur	choppy (II)	close (never "clost")
	choral (cf. <i>coral</i> , <i>corral</i> )	

## ADDITIONAL WORDS

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counselor <i>or</i> coun- sellor (I)	cruelly crystal	decide deciding
countries (IV)	crystallize <i>or</i> crys- tallise (I)	decimal declarative
courageous (III)	crystallization <i>or</i> crystallisation (I)	décolleté decorator
course (cf. <i>coarse</i> )	crystalline	defender deference (II)
courteous	cultivator	deferred (II) deferring
courtesy (cf. the legal term <i>curtesy</i> )	current (cf. <i>currant</i> )	deficit
courtesies (IV)	curriculum	definite (cf. <i>define</i> ) definition (cf. <i>define</i> )
Coverley, Sir Roger de	curvature	deity
covetous	curvilinear	delegate deleterious (cf. <i>delete</i> )
coyote <i>or</i> cayote	cylinder	delicacies delicious
creator	cynicism	delirious delirium
credible (cf. <i>credit</i> )	czar <i>or</i> tsar	demeanor demesne (pronounced "demean")
creditor	daddy	demon démoni'acal
crescent	daffodil	demurrage demurrer
cries	daggerreotype	
crisis	dahlia	
crises ( <i>pl.</i> )	dairy (cf. <i>diary</i> )	
criticize <i>or</i> criticise (I)	dealt	
criticism	debonair	
crocodile	debtor	
crowd	deceased	
crucible	deceive (V)	
crucifixion	deceit	
crucifying	decent (cf. <i>descent</i> )	
crucified (IV)		

### ADDITIONAL WORDS

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### ADDITIONAL WORDS

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gambol (cf. <i>gamble</i> )	glycerin <i>or</i> glycerine	guarantee
gardener (cf. proper name <i>Gardner</i> )	(I) goddess	guardian
garrison	good-humored	guillotine
garrulous	good-natured	guilt (cf. <i>gilt</i> )
gas	gorgeous	guinea
gaseous	gossamer	gullible
gases	gossiper	guttural
gassy	government	gymnasium
gasoline <i>or</i> gasolene (I)	governor	gymnastics
gazetteer	grammar	gypsies <i>or</i> gipsies (I)
gelatin <i>or</i> gelatine (I)	grammarian	
generally	grammatical	habeas corpus
generator	grandeur	habiliments
genie, correct forms <i>jinni, jinnée</i>	granit <i>or</i> granite (I)	hail-storm
genitive	grateful	hair-splitting
genius	gravitation	halcyon
geniuses ( <i>pl.</i> ), men of genius	gravity	hallo <i>or</i> halloo (I)
genii ( <i>pl.</i> ), spirits	Gray, Thomas	hallowed
genuine	grease ( <i>n.</i> and <i>v.</i> )	hallucination
gesture	greasy	hammock
geyser	Great Britain	handkerchiefs
Gibraltar	Greece	handwriting
gingham	Grecian	Hannibal
gladiator	grievous	happy
gladiolus	grinned (II)	happiness
	grinning	harangue
	gritty	har'ass
		harassing

### ADDITIONAL WORDS

[illegible]





indorsement <i>or</i> endorsement (I)	innate	intelligence
indorser <i>or</i> indorser (I)	innocence	intelligent
inductance	innocent	intelligible
indulgence	innocuous	intercede (VI)
ineffable	inoculate	intercession
ineligible	inoculation	interest,
inexhaustible	inopportune	interesting
inexpressible	inquisitive	interfere
infallible	insensible	interfered
inference	inseparable (cf. <i>separate</i> )	interference
inferred (II)	insidious	interfering (III)
inferring	insight (cf. <i>incite</i> )	intermitted
infinite (cf. <i>finite</i> )	insinuation	intermittent
infinitive	insist	intermitting
inflammable	insistence	interpreter
inflammation (note exception to II)	insistent	interred (cf. <i>entered</i> )
inflexible	instance	interrogation (VII)
ingenious	instances ( <i>pl.</i> )	interrogative
ingenuous	instant	interrupt (VII)
ingredients	instants ( <i>pl.</i> )	interruption
inheritance	instead	interstitial
initials	instructor	interurban
initiate	insurrection	intolerable
initiation	intangible	intransitive
initiative	integer	intrigue
	intellect	intriguing (III)
	intellectually	inveighing
		inveigle

### ADDITIONAL WORDS

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### ADDITIONAL WORDS

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mimicking	molasses (not to be	muscle (fibrous tissue
miniature	used as a plural)	of the body)
minimize	moneys <i>or</i> monies	mussel (a shell fish)
minnow	(both plurals are	mustache <i>or</i> mous-
minor (cf. <i>miner</i> )	in use)	tache (I)
minute' ( <i>adj.</i> )	monitor	mystery
min'ute ( <i>n.</i> )	monosyllable	mysteries (IV)
miracle	monstrous	mysterious
mirage	Montesquieu	mystify
mirror	moping (III)	mysticism
miscellaneous	morocco	mythical
mischievous	mortally	mythology
misled (past tense	mortgage	myths
of <i>mislead</i> )	mosquitoes <i>or</i> mus-	naphtha
missal (a mass-book)	quitoes (I)	narcissus
missile (something	motor	narrate
thrown)	motorboat	narration
missionary	motorist	narrative
Mississippi	motorman	nasturtiums
missive	mountain	naturally
Missouri	moun'tainous	naught <i>or</i> nought
misspell	movable	navigate
misstep	moving (III)	navigation
misunderstand	mucilage	navigator
misuse	mucous ( <i>adj.</i> )	necessary
moccasin	mucus ( <i>n.</i> )	necessaries (IV)
Mohammedanism	munic'ipal	necessarily
	murmur	

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## ADDITIONAL WORDS

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pursue	rabbit (cf. <i>rabbit</i> )	recruit
pursuing (III)	radical ( <i>n.</i> and <i>adj.</i> )	recurred (II)
pursuit	radicle ( <i>n.</i> )	recurrence
pusillanimous	radish (cf. <i>reddish</i> )	recurrent
pyre	radius	redressible
Pyrenees	ragamuffin	ref'erable
	raillery	referred (II)
quadrilateral	raisins	reference
qualitative	rapturous	refer'rible
quality	rarefy	refitted (II)
quantitative	raspberry	refitting
quantity	realization	reflector
quarreling	really	refrigerator
quarries (III)	rebellion	region
querulous	rebellious	registration (cf.
query	rebut	<i>register</i> )
queries (III)	rebuttal (II)	regretted (II)
questionary	recede (VI)	regrettable
questionnaire ( <i>Fr.</i> )	receding	regretting
quibbling	receive (V)	regulator
quiet	receipt	reign (cf. <i>rain</i> )
quite	receptacle	reins (cf. <i>rains</i> )
quitting (II)	recollect	rejoicing
quiz	recommend	relief (V)
quizmaster	recommendation	relieve
quizzes (II)	reconnaissance	religious
quizzical	reconnoiter <i>or</i> recon-	remedies (IV)
quizzing	noitre (I)	remembrance

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### ADDITIONAL WORDS

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tuberculous	unscrupulous	verbiage
Tuesday	using (III)	vermin
Tuileries	usually	vertical
tumultuous	usurper	vessel
turpentine	unwieldy	vestibule
twenty-one		vestige
twingeing	vacancies (IV)	veterinary
tying	vaccinated	vice (cf. <i>vise</i> )
typical	vaccination	vicinity
tyranny	vaccinator	vicissitude
tyrannical	vacillate	victim
tyrannize	vacillation	victimize
	vain ( <i>adj.</i> ) (cf. <i>vein</i> ,	victor
Ulysses	<i>vane, n.</i> )	victory
umbrella	valedictory	victuals
unanimity	valedictorian	vigilance
unanimous	valleys (IV)	vigilant
unaccommodating	vaselin <i>or</i> vaseline (I)	vigor <i>or</i> vigour (I)
uncontrollable	vaudeville	vigorous
undeniable	vegetable	village
undoubtedly	vegetation	villain
ungrammatical	vehicle	villanous <i>or</i>
unintelligible	vein (a blood vessel)	villainous (I)
Unitarian	venous	villein (used only of
unmistakable	vengeance	a serf)
unmistakably	venomous (cf. <i>venom</i> )	vinegar
unnecessary	ventilate	violoncello
until (cf. <i>till</i> )	ventilation	virtually

### ADDITIONAL WORDS

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### ADDITIONAL WORDS

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## SUGGESTIONS TO TEACHERS

*The Rules and How to Use Them.* The seven major rules for spelling should be mastered early in the course. Some teachers do not believe in teaching spelling by rules. Rules for English spelling are difficult to formulate and seem made only to be broken by numerous exceptions. But the seven major rules given here are certainly practical and helpful if one learns how to apply them. A rule that is merely memorized and not fully understood in its applications and exceptions may prove a handicap rather than a help in learning to spell. But if a rule is once clearly understood and its application frequently practiced, so that the application becomes "second nature," it is of vast service in securing accuracy in spelling. So it is exceedingly important that the pupils know the rules perfectly. It is a good plan to take up these rules in daily lessons, one at a time, explaining and applying each rule in all its phases, using the illustrative words given below the rule as text words in the recitation. When the pupils have mastered the seven rules, the practice exercises illustrating the rules should be taken up. To save time in the spelling exercises, which come later, the rules may be referred to by numbers. The minor rules may all be taken in one lesson, though more time should be spent on the exercises illustrating these rules.

*The Exercises on the Rules.* The first thirty exercises are arranged to illustrate the seven major and the seven minor rules. To give variety some of these exercises are oral, some written, and some both oral and written. In some instances the pupil is sent to the dictionaries or other books to search for certain types of words or to study word formation, but all that is aimed at in most cases is the simple oral spelling exercise with thoughtful comment on the application of the rules. Frequent return to such of the exercises as seem to be most needed by any particular grade will be found profitable.

*A List of Words Frequently Misspelled.* The words in this list have been chosen from many years of experience in reading high-school, normal-school, and college themes. The words have

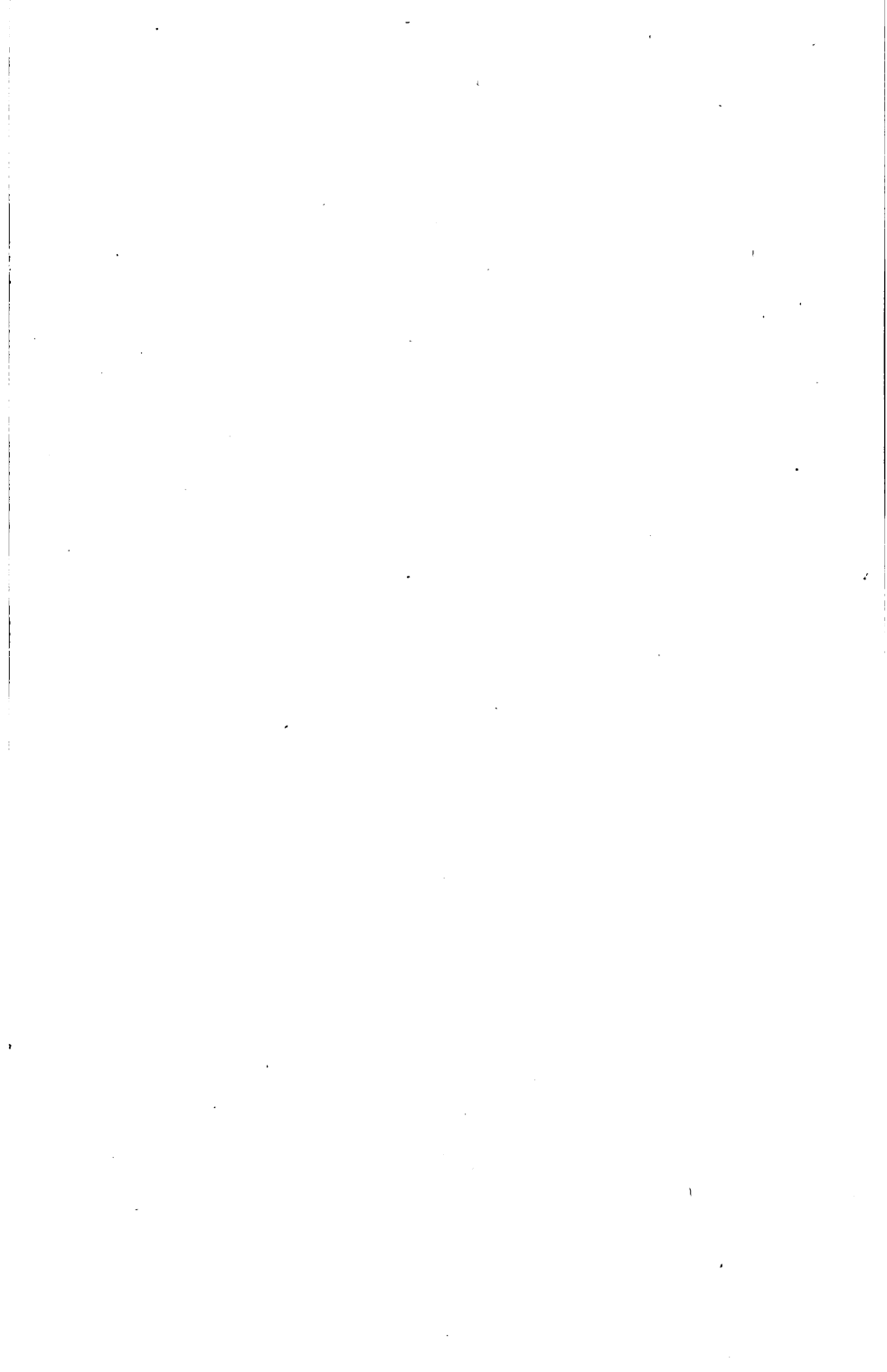
also been checked and verified by a number of practical teachers of English and of other subjects. Altho this list has been compared with other lists, the selection of the words has been made entirely on the basis of experience. This list should be divided into five or six lessons followed by many review tests. *Complete mastery of all the words* should be expected of every pupil. It may be desirable to require pupils to memorize the warnings in connection with certain of the words most frequently misspelled.

*The Special Lists.* The material in these lists has been furnished largely by special teachers in high schools, normal schools, military schools, and colleges. In such lists there will naturally occur some technical words which the pupils will not ordinarily meet except in the study of these special branches. If there is time for them, these lists afford good practise tests, but ordinarily they should not be assigned until the subjects have been studied in the high-school course. For example, the lists in botany and geology may be omitted in schools where these subjects are not taught. Other lists more general in application, such as those for business, Bible, mythology, music, and the like, should be used as practise lists even tho the subjects are not a part of the high-school course.

*The General List.* The general list is arranged alphabetically for ready reference and may be divided into lessons, the length of the assignment being determined by the individual teacher. This list consists of words actually (and in most cases frequently) misspelled in English themes, history papers, and written exercises in the various high-school courses. Not many technical words are included in the general list, since they appear in the special lists which precede. Regular lessons should be assigned to cover the entire vocabulary of this list. The teacher should see that each pupil records in the blank spaces provided for that purpose every word he misspells, a valuable means of impressing the correct forms on the child's mind. From time to time, the students should be drilled on these words as collected in their notebooks. In addition to recording misspelled words in this way, the pupils should be penalized by being required to copy each word ten or twenty or any given number of times, on a separate sheet. It is only by such heroic measures that some

students can be compelled to learn spelling, and even with this treatment much will remain to be desired in some of the worst cases. English spelling is a difficult subject; we might as well admit this as a proved proposition and go to work to teach it thoroughly and systematically throughout the high-school course.

*Grading.* There should be cooperative and uniform practice among the teachers in the matter of grading and marking for errors in spelling found in the pupils' written exercises. In marking written quizzes or examinations, in giving credit for reports, notebooks, or any other written work, the teacher should take into account the spelling and the general quality of the English used. Each faculty will need to work out its own plan. One plan which has been used successfully is given here for suggestion. Each teacher marks every error in spelling, counting off two points for each misspelled word. If the same word is misspelled several times, one additional point is counted off each time the repetition occurs. The pupils are required in every case to correct their own errors in spelling. In some schools two or three points are counted off for each error in spelling, but the pupils are given a chance to raise their grades one or two points for each error by writing each misspelled word correctly twenty times.



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